DOCUMENT RESUME

ED 250 527 CE 040 058

TITLE	Instructional Framework. Essential Elements and Basic Competencies for Vocational Home Economics Education in Texas.
INSTITUTION	Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	Aug 84
NOTE	203p.
AVAILABLE FROM	Home Economics Curriculum Center, Texas Tech University, Box 4067, Lubbock, TX 79409-4067.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Behavioral Objectives; *Competence; Competency Based Education; Consumer Education; *Course Content; *Home Economics; Homemaking Skills; Occupational Home Economics; Secondary Education; *State Curriculum Guides; Vocational Education
IDENTIFIERS	*Texas

ABSTRACT

This guide has been developed for the following reasons: (1) to identify the essential elements pertaining to each vocational home economics education course as mandated by Texas law, (2) to outline the competencies and subcompetencies to be developed in vocational home economics education classes, (3) to provide guidance to teachers for local program planning, and (4) to serve as a means of communicating the scope and content of vocational home economics education in Texas to others. The essential elements represent the core knowledge, skills, and competencies all students should learn to be effective and productive members of society. The guide contains an overview of vocational home economics education in Texas, including both consumer and homemaking education and occupational home economics education. Descriptions of the instructional methods used in vocational home economics education are also provided to serve as options for local program offerings. The guide makes recommendations for class period allocations of time and a list of elements that are common to a number of courses. The guide includes an outline of competencies and subcompetencies to be developed in the respective courses and individual lists of essential elements for the vocational home economics education courses of study. The essential elements to which these competencies relate are also indicated. The competency outlines relate directly to the course content options as suggested in the subject-matter curriculum materials available through the Home Economics Curriculum Center. (KC)

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Instructional Framework

Essential Elements and Basic Competencies

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Instructional Framework

ESSENTIAL ELEMENTS AND BASIC COMPETENCIES FOR VOCATIONAL HOME ECONOMICS EDUCATION IN TEXAS

Developed and disseminated by:

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Lubbock, Texas

In Cooperation with:

Texas Education Agency
Department of Occupational
Education and Technology
Vocational Home Economics Education
Austin, Texas

AUGUST 1984

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INTRODUCTION

Vocational Home Economics Education prepares youth and adults for the occupation of homemaking and for gainful employment in home economics occupations. Consumer and Homemaking Education, which prepares students for the occupation of homemaking, is offered in both a comprehensive sequence course format and in a specialized course format. The junior high (7th or 8th grade) homemaking course is exploratory in nature and is a pre-vocational course to Consumer and Homemaking Education. The comprehensive Consumer and Homemaking Education courses include Homemaking I, II, and III. These courses develop in a progressive sequence the concepts related to all subject areas required for the occupation of homemaking. The specialized courses include Child Development, Care, and Guidance; Clothing and Textiles; Consumer Education; Family/Individual Health; Family Living and Parenthood; Food and Nutrition; Home Management; and Housing, Home Furnishings, and Equipment. These courses provide in-depth instruction in one home economics subject area.

Occupational Home Economics Education, which encompasses instructional methods used to prepare students for gainful employment in home economics occupations, includes Cooperative Education, Pre-employment Laboratory Education, Coordinated Vocational-Academic Education, and Vocational Education for the Handicapped. Home Economics Cooperative Education (HECE) combines daily classroom instruction with on-the-job training in home economics occupations. On-the-job training is based on an agreement developed by the training sponsor, teacher-coordinator, and the student.

Pre-employment Laboratory Education (PELE), Coordinated Vocational-Academic Education (CVAE), and Vocational Education for the Handicapped (VEH) provide technical instruction and practical experience in the classroom. The classes are conducted in laboratories simulating specific occupational areas, thus providing work experiences for the students. Students enrolled in Occupational Home Economics Education classes may receive instruction in one or more of the following occupational areas: child care and guidance management and services; clothing, apparel, and textiles management, production, and services; food production, management, and services; home furnishings and equipment management, production, and services; and institutional, home management, and supporting services. Pre-employment Laboratory Education (PELE) is laboratory training designed for students in grades 10-12. Coordinated Vocational-Academic Education (CVAE) is laboratory training designed for students with special learning needs; it is offered at the junior and/or senior high school level. Vocational Education for the Handicapped (VEH) laboratory training is designed for students with exceptional handicaps who cannot succeed in other instructional settings. Only students eligible for special education are eligible for Home Economics Vocational Education for the Handicapped. VEH is offered at the junior and/or senior high school level. It is the most restrictive vocational environment for a handicapped student.

Both Occupational Home Economics Education and Consumer and Homemaking Education are relevant in meeting the needs of today's youth who must prepare for both a career and for the responsibilities of a home and family. Together these methods of instruction account for Vocational Home Economics Education having such an important role in the total education program.

Authorization of federal funds for homemaking education was first legislated in the Smith-Hughes Act of 1917. The Vocational Education Act of 1963 provides for gainful employment programs in occupations requiring knowledge and skills in one or more home economics subject areas. The Vocational Education Amendments of 1968 presented challenges for Vocational Home Economics Education to emerge from traditional limitations into a new position of relevancy in today's curriculum through programs designed to:

> Help individuals and families improve the home environment and the quality of personal and family life;

Give greater consideration to social and cultural conditions and needs of families;

Encourage preparation for professional leadership in home economics and consumer education;

Prepare youth and adults for the role of homemaker;

Contribute to the employability of youth and adults as they assume the dual role of homemaker/wage earner;

Help all families, including the low-income and disadvantaged, meet their needs; and

Promote knowledge of nutrition and food use and the understanding of the economic aspects of food use and purchase.

The Education Amendments of 1976 strengthened and broadened the scope of Vocational Home Economics Education. These amendments placed emphasis on:

Encouraging participation of both males and females to prepare for combining the roles of homemaking and wage earning;

Encouraging elimination of sex stereotyping;

Giving greater consideration to economic, social, and cultural conditions and needs, especially in economically depressed areas;

Encouraging outreach programs in communities;

Preparing males and females for the work of the home; and

Emphasizing consumer education, management of resources, parenthood education, and promotion of nutrition knowledge and food use to meet current social needs.

In 1981 the Texas Legislature passed House Bill 246 mandating that the State Board of Education design, implement, and govern a well-balanced curriculum for accreditation within the state. Based upon public input and that of the Texas Education Agency, essential elements were established for the courses identified within this well-balanced curriculum. Following modifications as indicated by statewide public hearings, Chapter 75 of the Texas Administrative Code was adopted by the State Board of Education March 10, 1984.

Local school districts are given the responsibility of providing instruction in those essential elements for each subject taught in order to be accredited. Furthermore, school districts shall deliver effective instruction to all students enrolled in order that they may master, to the best of their abilities, the knowledge, skills, and competencies established through the essential elements. For students with special needs, school districts shall provide modifications in methodologies, pacing, and materials to ensure that instruction is delivered, as appropriate, in the essential elements.

The *Instructional Framework: Essential Elements and Basic Competencies for Vocational Home Economics Education in Texas* has been developed for the purposes of 1) identifying the essential elements pertaining to each Vocational Home Economics Education course as mandated by HB 246 and Chapter 75 of the Texas Administrative Code, 2) outlining the competencies and subcompetencies to be developed in Vocational Home Economics Education classes, 3) providing guidance to teachers for local program planning, and 4) serving as a means of communicating the scope and content of Vocational Home Economics Education in Texas to others. An overview of

Vocational Home Economics Education in Texas, including both Consumer and Homemaking Education and Occupational Home Economics Education, is shown on the chart on page 4. Descriptions of the instructional methods used in Vocational Home Economics Education are provided on page 5. Local program offerings, based on the needs of the community served by the program, are determined from these options by local administrators, home economics teachers, advisory committee members, parents, and students.

Recommendations for class period allocations for Consumer and Homemaking Education courses are shown on the chart on page 6. It should be noted that the chart identifies the number of class periods for instruction in each subject area to be included in the comprehensive sequence courses of Homemaking I, II, and III. The chart also identifies the four subject areas to be grouped together for each of the two semesters of the comprehensive courses. It is important that these recommendations be followed in order that:

> Students have the opportunity of acquiring knowledge and skills in each subject area included in Consumer and Homemaking Education;
>
> The appropriate amount of time may be spent studying each subject area, completing four each semester;
>
> Transfer students will have a greater opportunity to complete a course without repeating curriculum studied previously; and
>
> Local school districts will have increased scheduling flexibility.

In organizing the essential elements, those elements which are common to a number of courses have been grouped together to avoid repetition and are presented as follows:

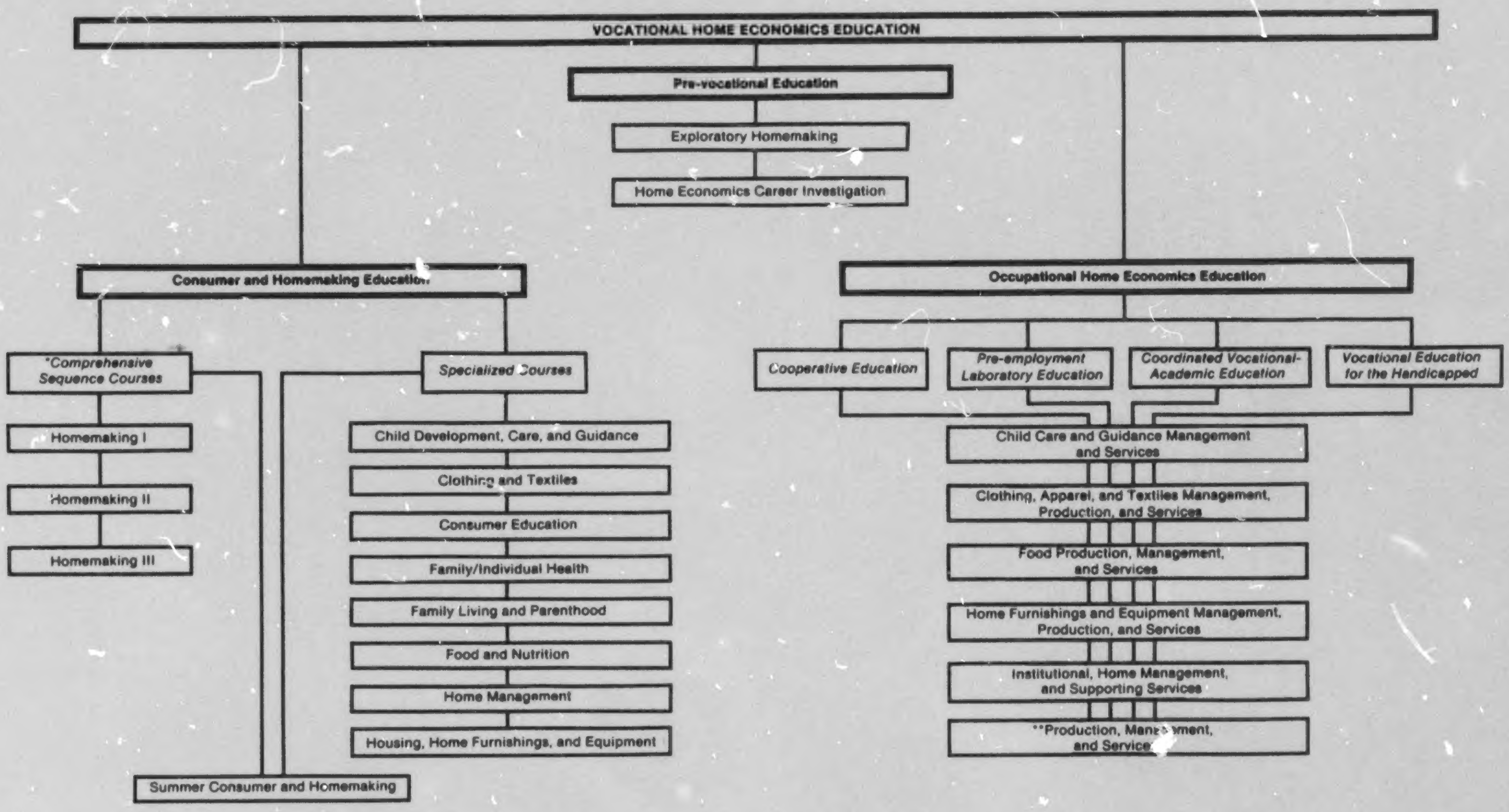
> Essential Elements Common to All Pre-vocational Education Courses–page 9;
>
> Essential Elements Common to All Vocational Education Courses–page 10;
>
> Essential Elements Common to All Occupational Home Economics Education Courses–page 11; and
>
> Essential Elements Common to All Coordinated Vocational-Academic Education Courses–page 12.

The individual lists of essential elements for the Vocational Home Economics Education courses of study are included preceding the outline of competencies and sub-competencies to be developed in the respective courses. Bold-faced type has been used to indicate those competencies identified as essential to instruction in order to properly address an essential element; the essential elements to which these competencies relate are indicated by the numbers in parentheses at the end of the competency statements. The competency outlines directly relate to the course content options as suggested in the subject matter curriculum materials available through the Home Economics Curriculum Center. The requirements of each essential element should be considered in making final selection of curriculum content that will facilitate the development of the essential competencies.

The essential elements represent the core knowledge, skills, and competencies all students should learn to be effective and productive members of society. School districts should view the identified elements as a foundation for curriculum planning rather than ultimate objectives. In most cases, student needs and abilities will allow in-depth coverage and enrichment of subject matter beyond the basis minimum elements.

Texas Education Agency

Department of Occupational Education and Technology


VOCATIONAL HOME ECONOMICS EDUCATION
Pre-vocational Education
Exploratory Homemaking
Home Economics Career Investigation
Consumer and Homemaking Education
*Comprehensive Sequence Courses
Homemaking I
Homemaking II
Homemaking III
Specialized Courses
Child Development, Care, and Guidance
Clothing and Textiles
Consumer Education
Family/Individual Health
Family Living and Parenthood
Food and Nutrition
Home Management
Housing, Home Furnishings, and Equipment
Summer Consumer and Homemaking
Occupational Home Economics Education
Cooperative Education
Pre-employment Laboratory Education
Coordinated Vocational-Academic Education
Vocational Education for the Handicapped
Child Care and Guidance Management and Services
Clothing, Apparel, and Textiles Management, Production, and Services
Food Production, Management, and Services
Home Furnishings and Equipment Management, Production, and Services
Institutional, Home Management, and Supporting Services
**Production, Management, and Services

*Subject areas included are:

- Child Development, Care, and Guidance
- Clothing and Textiles
- Consumer Education
- Family/Individual Health
- Family Living and Parenthood
- Food and Nutrition
- Home Management
- Housing, Home Furnishings, and Equipment

**Includes an approved cluster of two or three of the occupational areas above.

Note: Schools may provide instruction in other home economics subject areas or occupations justified by supply/demand data and approved by the Texas Education Agency.

VOCATIONAL HOME ECONOMICS EDUCATION

Pre-vocational Home Economics Education

OBJECTIVE: To promote a greater understanding of vocational home economics education options and assist in making meaningful and informed vocational education choices

COURSES: *Exploratory Homemaking:* In-school youth–grades 7 through 8

Home Economics Career Investigation: In-school youth–grades 9 through 12

Consumer and Homemaking Education

OBJECTIVE: To prepare for the occupation of homemaking

COURSES: *Comprehensive:* In-school youth–grades 9 through 12

Specialized: In-school youth–grades 10 through 12

Occupational Home Economics Education

OBJECTIVE: To prepare for gainful employment in home economics occupations

COURSES: *Cooperative Education:* In-school youth–grades 11 and 12

Pre-employment Laboratory Education: In-school youth–grades 10 through 12

Coordinated Vocational-Academic Education: In-school youth–grades 7 through 12

Vocational Education for the Handicapped: In-school youth–grades 7 through 12

Home Economics for Adults

OBJECTIVE: To improve knowledge and skills for the occupation of homemaking and/or prepare for gainful employment in home economics occupations

INSTRUCTION: Classes for out-of-school youth and adults are conducted by consumer and homemaking teachers or full-time teachers of adults. Chapters of Young Homemakers of Texas, sponsored by consumer and homemaking teachers, provide continuing education for the occupations of homemaking.

CLASS PERIOD ALLOCATION FOR CONSUMER AND HOMEMAKING EDUCATION SUBJECT MATTER AREAS BY COURSES OFFERED ON THE SEMESTER PLAN

SUBJECT AREAS	HM I	HM II	HM III	SPECIALIZED COURSES
One Semester*				
Consumer Education	18	18	18	One Semester
Food and Nutrition	35	35	35	One Semester
Home Management	14	14	14	One Semester
Housing, Home Furnishings, and Equipment	15	15	15	One Semester
TOTAL MINIMUM PERIODS FOR SEMESTER	82	82	82	
PERIODS FOR LOCAL ADAPTATION**	Balance of Semester	Balance of Semester	Balance of Semester	
One Semester*				
Child Development, Care, and Guidance	20	20	20	One Semester
Clothing and Textiles	32	32	27	One Semester
Family/Individual Health	10	10	10	One Semester
Family Living and Parenthood	20	20	25	One Semester
TOTAL MINIMUM PERIODS FOR SEMESTER	82	82	82	
PERIODS FOR LOCAL ADAPTATION**	Balance of Semester	Balance of Semester	Balance of Semester	

*Semesters of Consumer and Homemaking Education comprehensive courses may be titled Homemaking Ia, Ib; Homemaking IIa, IIb; and Homemaking IIIa, IIIb. The order in which the two semesters are offered is determined by the local school.

**The local district, within guidelines, determines the number of days in each semester. One hundred and seventy-five days are required for a school year.

PART I: ESSENTIAL ELEMENTS COMMON TO MULTIPLE COURSES

ESSENTIAL ELEMENTS COMMON TO MULTIPLE COURSES

The following are four groups of essential elements that are common to multiple courses within Vocational Home Economics Education. Applicable common elements are referenced in the individual lists of essential elements for each course of study included in this publication. Competencies and sub-competencies related to these common essential elements may be found within the suggested course content for pre-vocational education courses and under General Employability on pages 119-121.

ESSENTIAL ELEMENTS COMMON TO ALL PRE-VOCATIONAL EDUCATION COURSES

Every school offering pre-vocational education shall provide courses that include the following essential elements:

Concepts and skills involved in the exploration of an occupational cluster or specific occupational area. The student shall be provided opportunities to:

1. Identify and analyze the jobs within an occupational cluster or specific occupational area.
2. Participate in basic laboratory experiences related to the occupational cluster or specific occupational area.

Concepts and skills associated with safe working practices. The student shall be provided opportunities to:

3. Identify and understand safe working practices.
4. Apply safe working practices to all laboratory related instruction.

Concepts and skills associated with the care and use of hand tools and equipment. The student shall be provided opportunities to:

5. Develop an understanding of the proper techniques for the use, maintenance, and storage of tools and equipment related to the occupaional cluster or specific occupational area.

Concepts and skills related to career awareness. The student shall be provided opportunities to:

6. Develop knowledge of a broad range of career options associated with the cluster or occupational area being studied.
7. Practice good work habits.
8. Relate personal traits, habits, and attitudes to success in the chosen occupation.

ESSENTIAL ELEMENTS COMMON TO ALL VOCATIONAL EDUCATION COURSES

Every school offering vocational education shall provide courses which include the following essential elements:

Concepts and skills related to leadership. The student shall be provided opportunities to:

9. Identify characteristics and responsibilities of leaders and effective group members.
10. Participate in orderly meetings conducted according to parliamentary procedure (optional in occupational orientation).
11. Function effectively on committees (optional in occupational orientation).
12. Plan and conduct leadership activities.
13. Prepare for effective citizenship and participation in our democratic society.

Concepts and skills related to successful employment. The student shall be provided opportunities to:

14. Develop an awareness of employment opportunities in chosen field.
15. Practice correct procedures for job application and interview.
16. Develop the ability to take and follow both oral and written directions.
17. Practice punctuality and dependability.
18. Observe rules and standards of the work place.
19. Demonstrate an ability to work with others harmoniously.
20. Develop responsibility and the ability to follow through on assigned tasks.
21. Exhibit productive work habits and attitudes.

Concepts and skills associated with entrepreneurship. The student shall be provided opportunities to:

22. Evaluate opportunities and options for business ownership.
23. Identify entry-level procedures, planning processes, and terms needed to open a business.
24. Develop an understanding of the role of small business in the free enterprise system.

ESSENTIAL ELEMENTS COMMON TO ALL OCCUPATIONAL HOME ECONOMICS EDUCATION COURSES

Each occupational home economics course shall include the following essential elements:

Concepts and skills related to successful employment in a home economics occupation. The student shall be provided opportunities to:

25. Evaluate personal characteristics and identify areas of improvement.
26. Develop a positive attitude.
27. Respect rules of conduct which contribute to the welfare of others.
28. Demonstrate the ability to get along with others, solving or avoiding interpersonal problems.
29. Develop a life management process which enhances productivity on the job.
30. Analyze and use effective methods to secure a job.
31. Describe and demonstrate safe and productive work habits.
32. Demonstrate ability to conform to working rules established by employer.
33. Develop the ability to be a team worker.
34. Manage earnings successfully.
35. Describe the free enterprise system.

ESSENTIAL ELEMENTS COMMON TO ALL COORDINATED VOCATIONAL-ACADEMIC EDUCATION COURSES

All coordinated vocational-academic education (CVAE) courses shall include the following essential elements:

Concepts and skills related to managing resources. The student shall be provided opportunities to:

36. Identify resources available to the worker.
37. Describe the interrelationship of resources.
38. Describe methods of managing time and money.
39. Identify the interrelationship of employment and home life and the implications for satisfaction.

Concepts and skills related to personal development. The student shall be provided opportunities to:

40. Identify the methods for communication.
41. Develop the ability to communicate effectively.
42. Identify methods for attaining and maintaining physical health.

Concepts and skills related to career opportunities. The students shall be provided opportunities to:

43. Identify methods for appropriate grooming.
44. Identify job opportunities.
45. Outline procedures for career planning.
46. Describe the procedure for finding a job.
47. Evaluate the methods for keeping a job.

PART II: PRE-VOCATIONAL HOME ECONOMICS EDUCATION

EXPLORATORY HOMEMAKING

ESSENTIAL ELEMENTS

Exploratory Homemaking shall include instruction in the following essential elements:

Essential Elements Common to All Pre-vocational Education Courses found on page 9.

Essential elements identified for Exploratory Homemaking as follows:

Concepts and skills for successful living with peers, parents, and others. The student shall be provided opportunities to:

1. Identify methods of achieving satisfying relationships with peers, parents, and others.
2. Relate individual needs to personality development.
3. Identify components of effective communication.

Concepts and skills for achieving optimum personal health and appearance. The student shall be provided opportunities to:

4. Apply principles of good grooming.
5. Identify and apply principles of good nutrition.
6. Relate good health practices to personal habits.
7. Identify methods for selection and care of clothing.

Basic concepts and skills in caring for the home. The student shall be provided opportunities to:

8. Identify and demonstrate basic skills of caring for the home.
9. Identify factors influencing housing needs.

Successful management of human and nonhuman resources. The student shall be provided opportunities to:

10. Evaluate the available human and nonhuman resources.
11. Identify and apply principles of successful management and conservation of resources.

Concepts and skills in assisting with care of children. The student shall be provided opportunities to:

12. Identify factors affecting the care and guidance of children.
13. Practice techniques for assisting in safe and productive care of children.

EXPLORATORY HOMEMAKING

COMPETENCIES AND SUB-COMPETENCIES

Child Development, Care and Guidance

I. Analyze development which occurs during adolescence.

1. Identify the most visible signs of physical development during adolescence.
2. Analyze influences of physical development on the adolescent.
3. Relate in- and out-of-school interests and activities to intellectual development of adolescents.
4. Describe factors which influence an adolescent's personality development.
5. Assess factors related to achievement of adult status.

II. Identify factors affecting the care and guidance of young children.

6. **Describe the responsibilities of parents and baby-sitters. (12)**
7. **List characteristics of a good baby-sitter. (13)**
8. **Relate characteristics of children to the four childhood stages. (12)**
9. **Explain the importance of helping children follow established routines. (13)**
10. **Relate the value of play to a child's development. (12)**
11. **Identify safety factors to consider when selecting care for children. (13)**

III. Analyze career and job opportunities related to the field of child development.

12. Discover local entry-level job opportunities related to child development.
13. Summarize the qualities desirable in an employee who works with children.

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on page 15. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

14. Explain educational requirements for careers in child development.

15. Predict future occupations related to child development.

Clothing and Textiles

IV. Improve personal appearance.

16. Describe factors that influence one's personal appearance.

17. **Analyze the importance of one's personal appearance. (4)**

18. **Relate good grooming to personal appearance. (4)**

19. **Relate clothing selections to activities, physical characteristics, and desire for conformity or individuality. (6)**

20. **Exhibit appropriate clothing care practices. (7)**

V. Perform simple sewing tasks.

21. Select a sewing project.

22. Select and purchase fabric for a sewing project.

23. Follow correct procedures for using small sewing equipment.

24. Follow proper procedure for operating a sewing machine.

25. Use appropriate methods for preparing fabric.

26. Use correctly and safely the various types of pressing equipment.

27. Use various measuring techniques.

28. Follow appropriate procedure for layout, pinning, cutting, and marking.

29. Construct plain seams.

30. Attach fasteners.

31. Construct a finished hem.

VI. Relate clothing and textiles skills to job opportunities.

32. Identify community service opportunities for persons with clothing and textiles job skills.

33. Identify part-time jobs available to persons with clothing and textiles skills.

VII. Analyze career and job opportunities.

34. Describe entry-level jobs and possibilities for advancement in the field of clothing and textiles.

35. Analyze personal qualities needed in clothing and textiles jobs.

36. Identify educational requirements for jobs in the field of clothing and textiles.

37. Analyze the employment outlook for jobs in the field of clothing and textiles.

Family/Individual Health

VIII. Develop habits which promote personal health.

38. Identify characteristics of a healthy person.

39. **Explain how to meet physical health needs. (6)**

40. **Outline ways to meet emotional health needs. (6)**

41. **Describe how to meet mental health needs. (6)**

IX. Maintain personal safety.

42. **Identify safety hazards in the home and environment. (13)**

43. **Demonstrate first aid for minor injuries. (13)**

44. **Outline procedures to follow in an emergency. (13)**

X. Avoid personal illness.

45. Identify signs of illness.

46. Describe causes, symptoms, transmission, and prevention of communicable diseases.

XI. Analyze career and job opportunities related to family/individual health.

47. Discover local entry-level job opportunities related to family/individual health.

48. Summarize desirable qualities for a person who works with sick and convalescing people.

49. Explain educational requirements for careers in family/individual health.

Family Living and Parenthood

XII. Analyze own development.

50. Analyze the factors that contribute to self-acceptance.

51. **Relate individual needs and influences to personality development. (2)**

52. Evaluate aspects of individual maturity.

53. Evaluate own personal qualities.

54. Accept responsibility for improving personal qualities.

XIII. Contribute to positive group relationships.

55. **Identify components of meaningful communication. (3)**

56. **Relate the effect of relationships within the family to future relationships with others. (1)**

57. **Demonstrate sensitivity in dealing with friends. (1)**

58. Describe patterns of American dating.

59. **Relate effective functioning within the community to personal development. (1)**

XIV. Gain social acceptance.

60. Analyze factors related to social acceptance.

61. Accept responsibility for using proper etiquette and good manners.

XV. Relate human relations skills to job performance.

62. Outline ways to practice human relations skills through community service and part-time jobs.

63. Relate practice to development of human relations job skills.

XVI. Analyze career and job opportunities.

64. Analyze career ladders in the field of family service.

65. Cite personal qualities and educational preparation necessary for employment in family service careers.

Food and Nutrition

XVII. Relate nutrition to self.

66. Analyze the effects of food on health and appearance.

67. **Evaluate nutritional needs. (5)**

68. **Analyze ways to meet nutritional requirements. (5)**

69. Analyze the nutrients of various foods.

70. Select nutritious snack foods.

71. Select nutritious breakfast foods.

72. Analyze own food habits.

73. Analyze various factors contributing to meal patterns and food habits.

XVIII. Plan and serve nutritious and attractive meals and snacks.

74. **Outline the Daily Food Guide. (5)**

75. **Analyze own food intake in relation to the Daily Food Guide. (5)**

76. **Develop menus based on the Daily Food Guide. (5)**

77. Plan menus which include a variety of colors, shapes, textures, temperatures, flavors, and aromas.

78. Plan menus which can be prepared in the time available.

79. Serve foods in an attractive manner.

80. Use appropriate etiquette when dining out.

XIX. Apply consumer skills to food buying.

81. Identify ingredients in processed foods from label information.

82. Identify nutrient values of processed foods from label information.

83. Compare processed foods using label information.

84. Use consumer resources to compare processed foods.

85. Use food advertisements in planning food purchases.

86. Compare unit costs when shopping for food.

XX. Utilize basic kitchen skills in food preparation.

87. Maintain acceptable standards for personal cleanliness.

88. Utilize sanitary food handling practices.

89. Observe safety practices in the kitchen.

90. Follow appropriate procedures for kitchen emergencies.

91. Demonstrate proper use and care of kitchen equipment.

92. Adapt kitchen equipment to accommodate personal physical handicaps.

93. Explain food preparation terms and methods used in recipes.

94. Interpret abbreviations used in recipes.

95. Utilize equivalent measures as needed during food preparation.

96. Substitute appropriate ingredients for recipe ingredients.

97. Utilize appropriate equipment and techniques for measuring ingredients.

XXI. Prepare a variety of foods.

98. Prepare nutritious snacks.

99. Prepare breakfast cereals.

100. Prepare quick breads.

101. Prepare beverages.

102. Prepare soups.

103. Select appropriate soups for intended use.

104. Prepare sandwiches.

105. Select appropriate sandwiches for intended use.

106. Prepare simple salads.

107. Select appropriate salads for intended use.

XXII. Analyze career and job opportunities.

108. Identify careers related to food and nutrition.

109. Cite personal qualities and educational preparation necessary for employment in food service careers.

110. Predict employment outlook in food-related jobs.

111. Identify food and nutrition-related community service opportunities.

112. Interpret local part-time food service job opportunities.

Home Management and Consumer Education

XXIII. Apply simple skills in caring for the home.

113. **Identify tasks involved in routine home care. (8)**

114. **Develop skills and techniques for care of the home. (8)**

115. **Describe the role of safety in home care. (8)**

116. **Describe procedures for making simple home repairs. (8)**

XXIV. Manage time and energy.

117. **Develop skills in the management of time and energy. (10)**

118. Use skills to organize personal activities.

XXV. Understand the importance of conserving resources.

119. **Outline sources of energy. (11)**

120. Describe water resources.

121. **Identify ways of conserving resources in the home. (10, 11)**

XXVI. Evaluate career opportunities.

122. Identify career ladders for jobs in institutional and home management and consumer education.

123. Identify qualities needed for employment in institutional and home management and consumer education.

124. Describe education required for jobs and careers in institutional and home management and consumer education.

125. Analyze job and career opportunities in institutional and home management and consumer education.

Housing, Home Furnishings, and Equipment

XXVII. Assess the significance of housing to individuals.

126. **Identify needs for housing. (9)**

127. **Describe expectations people may have for housing. (9)**

128. **Analyze factors outside the family which influence housing. (9)**

XXVIII. Analyze how the individual influences housing.

129. Justify the living space needs and wants of individuals.

130. Describe human factors influencing housing.

131. Analyze factors involved in caring for space.

XXIX. Apply the elements and principles of design to housing and home furnishings.

132. Relate design to housing and home furnishings.

133. Identify the elements and principles of design.

134. Explain how to select good design.

XXX. Conserve energy and water in the home.

135. Define energy and water conservation.

136. **Give examples of ways to conserve energy and water in the home. (11)**

137. Demonstrate ability to conserve water at home.

XXXI. Analyze career and job opportunities related to the fields of housing, home furnishings, and equipment.

138. Analyze career ladders in the fields of housing, home furnishings, and equipment.

139. Analyze personal qualities which affect employability.

140. Identify educational preparation necessary for employment in housing, home furnishings, and equipment jobs.

141. Analyze the employment outlook for jobs in the fields of housing, home furnishings, and equipment.

HOME ECONOMICS CAREER INVESTIGATION

ESSENTIAL ELEMENTS

Home Economics Career Investigation shall include instruction in the following essential elements:

Essential Elements Common to All Pre-vocational Education Courses found on page 9.

Specific essential elements for the Home Economics Career Investigation course will be identified by the State Board of Education at a future date. The outline of competencies and subcompetencies for the course should be used as a guide in planning course content until that time.

HOME ECONOMICS CAREER INVESTIGATION

COMPETENCIES AND SUB-COMPETENCIES

I. Evaluate personal qualities needed for employment and job success.

   1. Describe personality traits that are considered assets in employment.
   2. Identify personal priorities related to employment.
   3. Identify personal abilities which contribute to employability.
   4. Analyze personal interests that could lead to employment.
   5. Identify ways personal health may influence employability.

II. Analyze factors which affect career options.

   6. Describe employment considerations that influence career choice.
   7. Explain how family lifestyle affects career choice.
   8. Evaluate the interrelationship of work life and family life.

III. Point out educational opportunities for developing job skills.

   9. Relate secondary education to employment opportunities.
   10. Relate post-secondary education to employment opportunities.
   11. Relate specialized training to employment opportunities.

IV. Point out experiences which enhance employability.

   12. Describe community service experiences that contribute to employability.
   13. Discuss the contribution of work experience to employability.

V. Analyze career and job outlooks for jobs requiring home economics skills.

   14. Utilize career ladders in determining opportunities for advancement.

   15. Point out entrepreneurial opportunities related to home economics.

   16. Outline future trends in jobs and careers requiring home economics skills.

VI. Investigate careers requiring home economics skills.

   17. Analyze the occupation of homemaking.

   18. Analyze career opportunities and personal preparation for jobs related to child development, care, and guidance.

   19. Analyze career opportunities and personal preparation for jobs related to clothing and textiles.

   20. Analyze career opportunities and personal preparation for jobs related to consumer education.

   21. Analyze career opportunities and personal preparation for jobs related to family/individual health.

   22. Analyze career opportunities and personal preparation for jobs related to family living and parenthood.

   23. Analyze career opportunities and personal preparation for jobs related to food and nutrition.

   24. Analyze career opportunities and personal preparation for jobs related to home management.

   25. Analyze career opportunities and personal preparation for jobs related to housing, home furnishings, and equipment.

   26. Practice skills needed in home economics careers.

VII. Apply procedures for getting a job.

   27. Demonstrate skills needed in applying for a job.

   28. Demonstrate skills needed in job interviews.

VIII. Analyze factors influencing career success.

29. Describe employers' expectations for employees.

30. Describe expectations an employee may have of an employer.

31. Analyze the effects of grooming and appearance on job success.

32. Assess the role of attitude in job success.

33. Demonstrate communication skills which contribute to job success.

34. Manage time, energy, and money efficiently.

35. Demonstrate safe practices in preventing job-related accidents.

36. Develop skills for managing stress.

37. Develop career goals.

PART III: CONSUMER AND HOMEMAKING EDUCATION

COMPREHENSIVE HOMEMAKING I

ESSENTIAL ELEMENTS

Comprehensive Homemaking I shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses found on page 10.

Essential elements identified for Comprehensive Homemaking I as follows:

Concepts and skills related to family living and parenthood. The student shall be provided opportunities to:

1. Develop self-awareness and positive self-direction.
2. Define developmental tasks of young persons moving toward adulthood.
3. Summarize ways to develop and maintain mental health.
4. Identify skills involved in the occupation of homemaking.
5. Develop an awareness of factors involved in marriage and family life.
6. Describe how behavior affects the rights and privileges of others.
7. Identify factors which influence relationships with peers, children, and older adults.
8. Outline rights and responsibilities of family members and families.
9. Relate home economics skills to jobs and careers.
10. Evaluate the effects of career choice on the family.

Concepts and skills related to home management and consumer education. The student shall be provided opportunities to:

11. Identify the meaning and elements of management.
12. Develop a personal decision-making procedure.
13. Organize management of time, energy, and income.
14. Identify related job opportunities.

Concepts and skills for managing food and nutrition for the family. The student shall be provided opportunities to:

15. Analyze basic nutrition requirements.
16. Investigate management and consumer aspects of food and nutrition including sanitation and safety.

17. Plan, prepare, and serve simple, pleasing, and nutritious meals.

18. Identify related job opportunities.

Concepts and skills related to clothing and textiles. The student shall be provided opportunities to:

19. Analyze the significance of clothing to individuals.

20. Describe elements and principles of design as related to clothing.

21. Describe the consumer aspects of clothing.

22. Demonstrate skills in construction and alteration of simple garments.

23. Evaluate job opportunities related to clothing and textiles.

Concepts and skills related to child development. The student shall be provided opportunities to:

24. Evaluate care techniques which meet the basic needs of children including nutrition, health and safety, selection and care of clothing, housing, and various methods of guidance.

25. Analyze factors influencing the child's development.

26. Demonstrate ability to work effectively with children.

27. Analyze related job opportunities.

28. Analyze how the career choice of parents affects young children.

Concepts and skills related to housing for the family. The student shall be provided opportunities to:

29. Analyze influences of housing on the family.

30. Identify human factors influencing housing.

31. Develop skills in management of the home including organization of tasks and safety.

32. Identify related job opportunities.

COMPREHENSIVE HOMEMAKING I

COMPETENCIES AND SUB-COMPETENCIES

Child Development, Care and Guidance

I. Evaluate care techniques which meet the basic needs of children.

1. **Assess the basic needs of children. (24)**
2. Design routines which meet the basic needs of children.
3. **Apply the principle of nutrition to meet the needs of the child. (24)**
4. **Explain the health and safety procedures necessary for the care of children. (24)**
5. **Assess factors to consider in the selection and care of children's clothes. (24)**
6. **Analyze housing needs for the developmental stages of childhood. (24)**
7. **Analyze various methods of guidance. (24)**

II. Analyze the factors influencing the child's development.

8. Analyze the meaning of development as related to child development.
9. **Identify the influence of heredity and environment on the child's development. (25)**
10. Appraise the value of play and play equipment in the young child's development.
11. Analyze skills which are necessary for observing the child's growth and development.

III. Work effectively with children.

12. **Identify the ways children learn. (26)**
13. **Identify training patterns related to children's learning. (26)**
14. **Assess ways to motivate the child. (26)**

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 31 and 32. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

IV. Analyze career and job opportunities related to the field of child development.

  15. **Identify entry-level jobs in child development. (27)**
  16. Relate how child care skills apply to other occupations.
  17. **Evaluate how the parent's (s') career choice affects young children. (28)**

Clothing and Textiles

V. Meet individual needs through clothing.

  18. Relate clothing to first impressions.
  19. **Relate clothing to self-concept. (19)**
  20. Outline factors affecting the selection of apparel for the individual.
  21. **Utilize elements and principles of design in clothing selection. (20)**
  22. **Outline factors to consider in planning and managing a clothing wardrobe. (21)**
  23. Analyze procedures for building a wardrobe.

VI. Construct or alter clothing for self and/or family members.

  24. **Select pattern type and size according to body proportions. (22)**
  25. **Coordinate appropriate fabrics and notions for pattern designs. (22)**
  26. **Make simple garment alterations. (22)**
  27. **Use basic small sewing tools and pressing equipment. (22)**
  28. **Demonstrate the use and care of the sewing machine. (22)**
  29. **Follow sewing safety procedures. (22)**
  30. **Exhibit skills in using basic sewing techniques. (22)**
  31. **Press garments as needed during construction or alteration. (22)**

VII. Care for clothing appropriately.

  32. Explain basic clothing care terms.

33. **Identify care needed for specific garments. (21)**

34. **Mend clothing as needed. (21)**

35. **Remove stains from garments as needed. (21)**

36. **Sort and launder clothes using appropriate products and procedures. (21)**

37. **Press or iron clothes as needed. (21)**

38. **Utilize laundry and dry cleaning services as needed. (21)**

VIII. Analyze career and job opportunities.

39. **Identify entry-level jobs related to clothing and textiles. (23)**

40. Relate clothing and textiles skills to other occupations.

41. Evaluate the effects of career choice on the family.

Family/Individual Health

IX. Promote and maintain family/individual health.

42. List characteristics of a healthy person.

43. Identify habits which promote personal health.

44. Explain how to meet physical health needs of family members.

45. Outline ways to meet emotional health needs of family members.

46. Describe how to meet mental health needs of family members.

47. Outline factors, such as smoking, alcohol or drug abuse, obesity, and lack of exercise, which increase the risk of health problems.

48. Describe adjustments to long-term health problems, such as diabetes or hypertension.

X. Make appropriate family health care decisions.

49. Evaluate factors affecting family health decisions.

50. Outline procedures for selecting health care professionals and services.

51. Analyze the trend toward do-it-yourself health care.

52. Evaluate the consumer's role in decisions regarding medical treatment, drugs, and surgery.

53. Propose ways to prepare financially for illness or accident through insurance coverage and savings.

54. Identify family health resources.

55. Show how to maintain family health records.

XI. Meet safety needs of family members.

56. Outline procedures for maintaining safe and sanitary conditions in the home.

57. Summarize principles of automobile safety.

58. Summarize principles of water safety.

59. Outline fire prevention precautions.

60. Demonstrate application of first aid.

61. Explain how to handle home emergencies involving injuries.

62. Locate community resources for assistance in emergencies.

XII. Identify career and job opportunities related to family/individual health.

63. Identify entry-level jobs in family/individual health.

64. Relate ways family/individual health skills apply to other occupations.

65. Summarize ways family/individual health affects job performance.

Family Living and Parenthood

XIII. Achieve developmental tasks of young persons.

66. Outline developmental tasks of young persons. (2)

67. Develop personal priorities. (1)

68. Analyze own character development. (1)

69. Describe ways to develop and maintain mental health. (3)

70. Analyze possible adjustments to frustration.

71. Analyze the functions of defense mechanisms in maintaining mental health and well-being.

XIV. Assess relationships with others.

72. **Analyze factors which influence relationships. (6)**

73. **Clarify individual family roles. (6)**

74. **Distinguish factors which influence relationships with peers. (7)**

75. **Distinguish factors which influence relationships with children. (7)**

76. **Distinguish factors which influence relationships with older adults. (7)**

77. Evaluate own roles in the community.

XV. Analyze family roles and functions.

78. Distinguish differences in families.

79. **Outline the rights of family members. (8)**

80. **Explain the responsibilities of family members. (8)**

81. Evaluate the benefits of family living.

82. **Point out characteristics of families at different stages in the life cycle. (5)**

XVI. Analyze career and job opportunities.

83. Identify entry-level jobs related to family life.

84. **Relate family living skills to other occupations. (9)**

85. **Evaluate the effects of career choice on the family. (10)**

Food and Nutrition

XVII. Analyze nutritional needs of family members throughout the life cycle.

86. **Describe the six classifications of nutrients. (15)**

87. **List good food sources for each nutrient. (15)**

88. Outline the functions of each nutrient.

89. **Plan meals using the Daily Food Guide. (17)**

90. **Cite the number of servings from each food group required by various age groups. (15)**

91. **Compare how food requirements differ from one person to another. (15)**

92. Analyze the relationship of weight control/physical fitness and nutrition.

93. Apply the seven Dietary Guidelines for Americans to meal planning.

94. **Analyze personal nutrition. (15)**

XVIII. Manage family meals.

95. **Identify efficient kitchen work techniques. (16)**

96. Utilize work simplification in food preparation.

97. Analyze the efficiency of food preparation techniques.

98. Plan ways to save time and energy.

99. **Evaluate factors affecting variety in menu planning. (17)**

100. **Plan menus for family meals. (17)**

101. Demonstrate effective utilization of resources in preparing meals.

102. **Plan appropriate table settings. (17)**

103. Demonstrate appropriate table manners.

XIX. Apply consumer skills to food buying.

104. **Identify and interpret information on labels. (16)**

105. Analyze food packaging from a consumer's viewpoint.

106. **Utilize effective shopping techniques. (16)**

XX. Utilize basic kitchen skills in food preparation.

107. **Develop safe practices in the kitchen. (16)**

108. **Utilize sanitary practices in food handling. (16)**

109. **Demonstrate proper use and care of equipment. (16)**

110. **Use appropriate methods for storing food, supplies, and equipment in the kitchen. (16)**

111. Analyze special storage problems of the handicapped.

112. Interpret food preparation terms used in recipes. (17)

113. Interpret abbreviations used in recipes. (17)

114. Utilize appropriate equipment and techniques for measuring and mixing foods. (17)

115. Utilize equivalent measures.

116. Select appropriate substitutes for recipe ingredients.

XXI. Prepare a variety of food.

117. Utilize appropriate selection, storage, and cooking techniques for eggs. (17)

118. Apply knowledge of nutrition and food preparation to selection, storage, and cooking of fruits and vegetables. (17)

119. Apply knowledge of nutrition and food preparation to selection, storage, and cooking of quick breads, cereals, and pastas. (17)

120. Apply knowledge of nutrition and food preparation to selection, storage, and preparation of meats, fish, and poultry. (17)

121. Apply knowledge of nutrition and food preparation to selection, storage, and preparation of desserts.

122. Apply knowledge of nutrition and food preparation to selection, storage, and preparation of beverages. (17)

XXII. Preserve food for future use.

123. Identify methods of food preservation.

124. Identify food preservatives.

XXIII. Analyze career and job opportunities.

125. Identify entry-level jobs in food and nutrition. (18)

126. Relate food and nutrition skills to other occupations.

127. Analyze how nutrition affects job success.

Home Management and Consumer Education

XXIV. Understand the meaning of home management.

128. Explain the meaning of management. (11)

129. Identify the purposes of management.

130. Relate the use of management to teen activities.

XXV. Identify the elements of management.

131. **Identify personal priorities, goals, and standards. (11)**

132. Analyze the interrelatedness of values, goals, and standards.

133. **Assess and distinguish between needs and wants. (11)**

134. Analyze priorities of needs and wants.

135. **Identify various types of resources. (11)**

136. Analyze the effective use of resources.

XXVI. Use decision making procedures.

137. **Identify the steps used in decision making. (12)**

138. Analyze the relationship of decision making to the elements of management.

139. Describe the interrelatedness of decisions.

140. **Evaluate the role of control of human and material resources in implementing decisions. (12)**

XXVII. Manage time, energy, and income.

141. **Identify ways of managing time and energy efficiently. (13)**

142. **Describe work simplification techniques which conserve time and energy. (13)**

143. **Plan for acquisition and utilization of teen income. (13)**

144. **Evaluate use of income. (13)**

145. Identify simple record keeping techniques.

XXVIII. Analyze career and job opportunities.

146. **Identify entry-level jobs related to institutional and home management and consumer education. (14)**

147. Relate the application of home management and consumer education skills to jobs in other fields.

148. Analyze the effects of career choice on life style.

Housing, Home Furnishings, and Equipment

XXIX. Analyze the interrelatedness of the various factors affecting housing and the individual.

149. Describe the influence of housing and home furnishings on the family. (29)

150. Describe psychological influences of housing and home furnishings on individuals. (30)

151. Specify social influences of housing and home furnishings on individuals.

152. Point out how housing and home furnishings can promote intellectual development of an individual.

XXX. Analyze the significance of the elements and principles of design in housing and home furnishings.

153. Apply the elements and principles of design to housing.

154. Create space arrangements which incorporate design principles.

XXXI. Relate the role of creativity to housing and home furnishings.

155. Define creativity.

156. Summarize the influence of creativity in room arrangements.

XXXII. Assess the significance of resource conservation in the home.

157. Identify present energy and water resources.

158. List possible energy and water sources for the future.

159. Evaluate methods of energy and water conservation used in the home.

XXXIII. Manage a home.

160. Explain the importance of routine care of the home. (31)

161. Demonstrate the relationship of time, energy, skill, and techniques in simplifying home care tasks. (31)

162. Analyze the effects of fatigue and rest on the performance of housekeeping tasks.

163. Summarize information relating to home accidents and their prevention. (31)

XXXIV. Analyze career and job opportunities related to housing, home furnishings, and equipment.

164. **Identify entry-level jobs related to housing, home furnishings, and equipment. (32)**

165. Relate how housing, home furnishings, and equipment skills may be utilized in other occupations.

166. Analyze how career choices influence housing choices.

COMPREHENSIVE HOMEMAKING II

ESSENTIAL ELEMENTS

Comprehensive Homemaking II shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses found on page 10.

Essential elements identified for Comprehensive Homemaking II as follows:

Concepts and skills related to family living and parenthood. The student shall be provided opportunities to:

1. Develop skills for effective personal interaction in groups and with special individuals.
2. Analyze own development.
3. Identify adjustments of the single adult.
4. Identify adjustments necessitated by marriage.
5. Identify and evaluate the components of responsible parenthood.
6. Describe support systems and service for families with small children.
7. Identify financial considerations involved in child care.
8. Identify related job opportunities and recognize responsibilities of the dual role of homemaker and wage earner.

Concepts and skills related to home management and consumer education. The student shall be provided opportunities to:

9. Analyze and evaluate decision-making procedures impacting on family use of all resources.
10. Analyze and evaluate management of household tasks for quality family living.
11. Develop consumer skills essential to satisfying family living.
12. Identify related job opportunities.

Concepts and skills related to child development. The student shall be provided opportunities to:

13. Relate principles of human development to the young child (infant through five years).
14. Prepare for parenthood.
15. Outline factors which contribute to the well-being of the mother and unborn child.

16. Develop skills in caring for infants and young children.

17. Assess expenses required during prenatal and postnatal period.

18. Describe related job opportunities.

Concepts and skills related to housing for the family. The student shall be provided opportunities to:

19. Identify and evaluate available types of housing and methods of financing.

20. Evaluate living space.

21. Identify principles of pleasing interior decoration.

22. Identify principles and costs of home renovation.

23. Identify competencies needed for related job opportunities.

24. Investigate selection, use, and care of home furnishings and equipment.

Concepts and skills related to food and nutrition for the family. The student shall be provided opportunities to:

25. Analyze factors affecting family food and health.

26. Describe available consumer protection.

27. Develop a management plan for planning, preparing, serving, and evaluating total meals for a family.

28. Identify competencies needed for related job opportunities.

Concepts and skills related to clothing and textiles. The student shall be provided opportunities to:

29. Develop a decision-making process for individual and family clothing decisions.

30. Investigate and evaluate clothing care procedures.

31. Improve skills in clothing construction or alterations.

32. Develop skills in selecting or constructing children's clothing.

33. Identify competencies needed for related job opportunities.

COMPREHENSIVE HOMEMAKING II

COMPETENCIES AND SUB-COMPETENCIES

Child Development, Care, and Guidance

I. Evaluate the child's development.

  1. **Relate principles of human development to the child. (13)**

  2. Analyze factors influencing the child's development.

II. Analyze principles of prenatal development.

  3. Appraise principles of prenatal development.

  4. **Analyze factors which contribute to the well-being of the mother and unborn child. (15)**

III. Prepare for parenthood.

  5. **Identify characteristics contributing to effective parenting. (14)**

  6. Analyze psychological preparation for parenthood.

  7. **Assess expenses during the prenatal and post-natal periods. (17)**

IV. Appraise neonate development.

  8. Explain characteristics of the neonate.

V. Evaluate infant's development.

  9. Analyze the development of the infant.

  10. **Analyze the effects of various factors on the infant's development. (16)**

VI. Analyze principles of development of the child from toddler age through five years.

  11. Identify growth changes of the child from toddler age through five years.

  12. **Appraise principles of development for the child from toddler age through five years. (16)**

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 43 and 44. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

VII. Analyze career and job opportunities related to the field of child development.

- 13. **Identify professional job and career opportunities related to child development. (18)**

Clothing and Textiles

VIII. Select and care for the textiles used in clothing.

- 14. Relate manufacture of various textiles to consumer needs.
- 15. **Relate characteristics of natural and synthetic fibers and blends to use and care. (30)**
- 16. Describe methods of producing various fabrics and their finishes.
- 17. **Evaluate and interpret textile labels. (30)**
- 18. Interpret consumer information related to clothing and textiles.

IX. Buy clothing to fit individual and family needs and resources.

- 19. **Identify factors to consider in planning and managing a clothing wardrobe. (29)**
- 20. **Apply buying principles to clothing purchases. (29)**
- 21. **Manage clothing resources effectively. (29)**

X. Purchase and operate sewing equipment.

- 22. Identify guidelines to follow when selecting a sewing machine and sewing equipment.
- 23. Identify available machine stitches and their uses.
- 24. Demonstrate the use of sewing machine attachments.
- 25. Use the sewing machine and attachments.
- 26. Care for the sewing machine, making adjustments and repairs as needed.

XI. Repair and renovate clothing.

- 27. Utilize appropriate hand stitches in clothing repair.
- 28. **Use appropriate clothing repair techniques. (30)**

29. Renovate old clothing to create updated wearable garments.

XII. Construct or alter clothing for self and/or family members.

30. **Alter a pattern to fit the intended wearer. (31)**

31. **Select fabrics and notions appropriate for a specific garment. (31)**

32. **Construct a garment using appropriate management and construction techniques. (31)**

33. **Fit and alter garment during construction. (31)**

34. Evaluate garment construction.

XIII. Alter, recycle, and/or design garments.

35. **Describe characteristics of a well-fitted garment. (31)**

36. **Apply knowledge of the principles of fit to garment alteration. (31)**

37. **Use appropriate techniques for altering ready-to-wear garments. (31)**

XIV. Select appropriate clothing for family members throughout the life cycle.

38. Describe the clothing needs of a specific child.

39. **Identify features needed in children's clothing. (32)**

40. **Utilize consumer skills in buying children's clothing. (32)**

41. **Construct garments appropriate for a specific child. (32)**

XV. Analyze career and job opportunities.

42. **Identify professional career opportunities related to clothing and textiles. (33)**

43. Describe opportunities for career advancement in clothing and textiles careers.

Family/Individual Health

XVI. Relate public health to family/individual health.

44. Identify major health concerns.

45. Evaluate situations affecting community health.

46. Analyze community health issues.

XVII. Provide appropriate home care for various illnesses.

47. Identify signs of illness.

48. Describe the causes, symptoms, transmission, and prevention of communicable diseases.

49. Plan for provision of home care of various illnesses.

XVIII. Provide home care for a handicapped family member.

50. Identify characteristics associated with various handicaps.

51. Describe care required by persons with various handicaps.

52. Identify resources available to the handicapped.

53. Describe family adjustments when a family member is handicapped.

XIX. Identify career and job opportunities related to family/individual health.

54. Professional job and career opportunities related to family/individual health.

Family Living and Parenthood

XX. Realistically assess patterns of dating and the process of mate selection.

55. Describe adjustments of the single adult. (3)

56. Analyze the process of mate selection. (1, 2)

57. Identify the functions of engagement. (1, 2)

58. Analyze marriage laws and customs.

59. Outline adjustments necessitated by marriage. (4)

XXI. Assess the components of responsible parenthood.

60. Analyze factors in preparation for parenthood. (5, 6)

61. Analyze the responsibilities of parenting. (7)

62. Evaluate alternatives to natural parenting. (6)

XXII. Analyze career and job opportunities.

63. **Identify professional career opportunities related to family living. (8)**

Food and Nutrition

XXIII. Plan nutritious meals and snacks.

64. **Analyze nutritional requirements of infants and children. (25)**

65. **Plan nutritious snacks and meals for teens. (25)**

66. **Analyze the effect of individual differences on food requirements of adults. (25)**

67. **Identify nutritional requirements of the elderly. (25)**

68. **Explain the importance of good nutrition during pregnancy. (25)**

69. Indicate specific nutritional requirements of nursing mothers.

70. Analyze the importance of proper diets in relation to specific illnesses.

XXIV. Serve foods attractively.

71. **Utilize casual styles of service appropriate for family meals. (27)**

72. Plan food and service for informal entertaining.

73. **Utilize practical etiquette in family meals and informal entertaining. (27)**

XXV Apply consumer skills to food buying.

74. **Identify new trends in shopping which can affect family food costs. (27)**

75. **Identify government agencies which regulate business or agriculture, or protect consumers. (26)**

76. **Analyze the role of advertising on family food purchases. (26)**

77. Identify industrial developments that affect the family food supply.

78. **Plan low-cost family meals. (27)**

79. **Utilize weekly menu plans. (27)**

XXVI. Utilize basic skills in kitchen planning and management.

80. Describe the importance of pest control in the home.

81. Identify and evaluate kitchen work areas for efficient family meal preparation.

82. Demonstrate proper selection, use, and care of small equipment.

83. Identify effective equipment substitutions.

XXVII. Prepare a variety of foods.

84. Prepare a variety of nutritious appetizers and garnishes.

85. Apply knowledge of nutrition to the selection of condiments.

86. Apply knowledge of nutrition and food preparation to selection, storage, and cooking of cheese and milk for family meals. (27)

87. Apply knowledge of nutrition and food preparation to selection, storage, and cooking of soups and sauces for family meals. (27)

88. Apply knowledge of nutrition and food preparation to selection, storage, and baking of yeast breads for family meals. (27)

89. Apply knowledge of nutrition and food preparation to salads for family meals. (27)

90. Apply knowledge of nutrition and food preparation to selection, storage, and preparation of meats, fish, and poultry for family meals. (27)

91. Apply knowledge of nutrition and food preparation to cakes and frostings for family meals. (27)

XXVIII. Preserve food for future use.

92. Utilize acceptable methods for preparing jams, jellies, and preserves.

93. Utilize acceptable methods for home canning of foods.

94. Utilize acceptable methods for freezing foods.

95. Utilize acceptable techniques for drying foods at home.

XXIX. Analyze career and job opportunities.

- 96. **Identify career opportunities related to food and nutrition. (28)**
- 97. Identify educational opportunities related to food and nutrition careers.

Home Management and Consumer Education

XXX. Use decision making in management.

- 98. **Identify the role of decisions in living. (9)**
- 99. **Explain the relationship of decisions and management. (9)**
- 100. **Apply the steps in the management process. (9)**
- 101. Identify different types of decisions.
- 102. **Analyze the influences on decision making. (9)**

XXXI. Relate decision making and management to family living.

- 103. **Analyze the interaction of individual and family in establishing goals and developing goal priorities. (9)**
- 104. Utilize individual and family resources to reach goals.

XXXII. Manage household tasks.

- 105. Analyze necessary household tasks.
- 106. **Identify resources used in homemaking. (10)**
- 107. **Organize household tasks. (10)**
- 108. **Analyze the management of tasks. (10)**

XXXIII. Manage family money.

- 109. Identify family income sources and uses.
- 110. **Develop family spending plans. (11)**
- 111. **Select types of savings appropriate for specific purposes. (11)**

XXXIV. Make wise consumer decisions.

- 112. **Identify sources of consumer information. (11)**
- 113. **Plan buying in relation to goals. (11)**
- 114. Analyze influences on buying.

115. **Utilize comparative shopping. (11)**

116. Identify methods of payment.

117. Analyze the effect of consumer practices on market prices.

XXV. Analyze career and job opportunities.

118. **Identify career opportunities related to institutional and home management and consumer education. (12)**

119. Identify career advancement opportunities for institutional and home management careers and consumer education careers.

Housing, Home
Furnishings, and
Equipment

XXXVI. Analyze functions of housing.

120. Describe ways housing gives protection to its occupants.

121. Justify the needs of individuals for a permanent housing base or headquarters.

122. Describe ways housing provides privacy for its occupants.

123. Identify ways individuals express creativity through housing.

XXXVII. Justify the needs of individuals for living space.

124. **Describe living space needs based on the differences in individuals and families. (20)**

125. **Identify factors to consider when planning storage and work areas. (20)**

XXXVIII. Assess housing choices available for individuals and families.

126. **Identify the types of housing available. (19)**

127. **Evaluate various aspects of living space. (20)**

128. **Assess consumer concerns related to housing. (19)**

XXXIX. Analyze factors influencing interior decoration of housing.

129. **Relate influence of background elements to the total atmosphere of a room. (21)**

130. **Point out factors to consider when selecting and arranging furniture. (21)**

    131. **Point out factors to consider in furnishing a room. (24)**

XL. Analyze factors influencing renovation and remodeling of housing.

    132. **Identify general considerations in renovation and remodeling of housing. (22)**

    133. **Evaluate the importance of planning in renovation and remodeling of housing. (22)**

XLI. Analyze career and job opportunities related to housing, home furnishings, and equipment.

    134. **Identify professional career opportunities related to housing, home furnishings, and equipment. (23)**

    135. Project trends for professional job opportunities related to housing, home furnishings, and equipment.

COMPREHENSIVE HOMEMAKING III

ESSENTIAL ELEMENTS

Comprehensive Homemaking III shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses found on page 10.

Essential elements identified for Comprehensive Homemaking III as follows:

Concepts and skills related to family living and parenthood. The student shall be provided opportunities to:

1. Analyze family-related laws.
2. Investigate possible adjustments at each stage of the family life cycle.
3. Identify available support systems at each stage of the life cycle.
4. Identify family problems and crises.
5. Identify interpersonal skills needed for job success.
6. Analyze the interrelationship of employment and home life.
7. Identify related career ladders.

Concepts and skills related to home management and consumer education. The student shall be provided opportunities to:

8. Identify changing management patterns throughout the family life cycle.
9. Investigate community resources related to family management.
10. Identify ways to achieve financial security.
11. Identify related careers and job opportunities.

Concepts and skills related to child development. The student shall be provided opportunities to:

12. Evaluate physical, cognitive, social, emotional, and personality development of the school-age child.
13. Describe needs of exceptional children.
14. Identify principles and methods of effective guidance.
15. Investigate causes and solutions to the problem of child abuse.
16. Assess child care alternatives.
17. Identify and evaluate community resources related to the school-age child.

18. Identify related professional job and career opportunities.

Concepts and skills related to housing the family. The student shall be provided opportunities to:

19. Analyze the environmental factors affecting housing needs throughout the life cycle.

20. Identify and evaluate a variety of options for housing the family.

21. Develop consumer techniques for selecting and purchasing home furnishings and equipment.

22. Investigate home maintenance responsibilities.

23. Identify related professional careers and job opportunities.

Concepts and skills related to food and nutrition. The student shall be provided opportunities to:

24. Identify current and future food trends.

25. Develop techniques for arranging and evaluating work areas.

26. Investigate selection, use, care, and cost of major kitchen equipment.

27. Identify reasons for and methods of modifying food habits.

28. Identify and evaluate scientific and creative aspects of meal planning and management.

29. Analyze foods to meet special health needs.

30. Identify professional careers related to food and nutrition.

Concepts and skills related to clothing and textiles. The student shall be provided opportunities to:

31. Evaluate factors influencing family clothing decisions at various stages in the life cycle.

32. Identify the basic facets of the clothing industry.

33. Develop skills in textile identification, care, and use in design.

34. Develop advanced clothing construction skills.

35. Identify related professional careers.

COMPREHENSIVE HOMEMAKING III

COMPETENCIES AND SUB-COMPETENCIES

Child Development, Care and Guidance

I. Evaluate the development of the school-age child.

1. **Analyze the physical development of the child. (12)**
2. **Analyze the effects of various factors on the child's cognitive development. (12)**
3. **Analyze factors which contribute to the child's social, emotional, and personality development. (12)**
4. **List factors affecting the development of the exceptional child. (13)**

II. Identify the commitments and demands of child care.

5. Analyze factors which influence the demands of child care.
6. **Analyze various methods of discipline and guidance. (14)**
7. **Point out factors affecting the child's health and safety. (15)**

III. Assess child care alternatives.

8. **Analyze factors relating to an in-family child care center for the school-age child. (16)**
9. **Analyze factors relating to caregiver programs for the school-age child. (16)**

IV. Summarize community resources which contribute to the education, growth, and development of the school-age child.

10. **Assess community resources providing child care services. (17)**

V. Analyze factors related to child care and development career preparation.

11. Identify quality characteristics of caregiver.

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 55 and 56. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

12. **Analyze factors necessary for establishing a child care facility. (18)**

Clothing and Textiles

VI. Analyze the role of fashion and apparel in society.

13. Define fashion terms.

14. Describe historical influences on fashions.

15. Identify fashion cycles.

16. Describe the importance of fashion in meeting human needs.

17. Relate fashions to lifestyles.

18. Point out the relationships between the apparel industry, the economy, and the consumer.

19. Evaluate factors in an individual's lifestyle which are influenced by fashion.

VII. Analyze factors influencing the fashion apparel industry.

20. Outline locations and activities of one fashion and apparel industry.

21. **Define fashion and apparel industry terminology. (32)**

22. **Identify laws, policies, and regulations related to the fashion apparel industry. (32)**

23. Analyze the effects of the fashion apparel industry on health, safety, energy use, and the environment.

VIII. Select appropriate clothing for family members throughout the life cycle.

24. **Analyze factors influencing family clothing decisions. (31)**

25. **Outline clothing needs for family members at specific periods of the family life cycle. (31)**

26. Analyze clothing needs for handicapped persons.

IX. Construct or alter clothing for self and/or family members.

27. Select and fit a designer pattern.

28. **Select, cut, and mark special or problem fabrics. (33)**

29. **Use advanced construction techniques, including tailoring. (34)**

X. Alter, recycle and/or design garments.

- 30. Recycle old garments into wearable garments.
- 31. Modify basic garments to create new designs.
- 32. Combine patterns to create new designs.
- 33. Sketch new garment designs.
- 34. Use slopers to develop patterns for new garment designs.
- 35. Create new garment designs by draping.
- 36. Design garments to meet children's growth and activity needs.
- 37. Design garments for self and/or family members.

XI. Analyze job and career opportunities.

- 38. Identify various types of clothing businesses. (35)
- 39. Describe facilities needed for a clothing business.
- 40. Identify possible sources of capital and the kinds of capital required to start a small business.
- 41. Identify potential customers before staring a business.
- 42. Describe the basic forms which provide documentation of a business's operation.
- 43. Maintain records needed by a small business.
- 44. Analyze ways to eliminate stress, tension, and fatigue from work procedures.

Family/Individual Health

XII. Relate public health to family/individual health.

- 45. Describe factors contributing to world health problems.
- 46. Identify public health organizations.
- 47. Describe methods for providing a safe environment.

XIII. Provide home care for an elderly family member.

- 48. Identify physical, mental, and emotional changes occurring in the aging process.
- 49. Describe the physical care needs of the elderly.

50. Identify safety equipment needed by the elderly.

51. Evaluate health care options for elderly persons.

52. Describe family adjustments related to living in an extended family.

XIV. Provide home care for a terminally ill family member.

53. Describe emotional reactions to a "terminal" diagnosis.

54. Describe the importance of attitude in terminal illness.

55. Identify adjustments in living with a terminally ill family member.

56. Outline the stages in the grief process.

XV. Identify career and job opportunities related to family/individual health.

57. Outline procedures for home health care providers.

58. Analyze business practices for home health care providers.

Family Living and Parenthood

XVI. Analyze factors contributing to successful family living.

59. Describe the history of the family.

60. Outline the basic tasks of families.

61. Analyze the effects of culture on the family.

62. Analyze laws related to the family. (1)

63. Describe the impact of change on the family.

XVII. Distinguish characteristics of each stage of the family life cycle.

64. Outline the characteristics of the family at each stage of the family life cycle.

65. Point out possible adjustments, problems, and rewards at each stage of the family life cycle. (2)

66. Identify support systems and services available to the family at each stage of the family life cycle. (3)

XVIII. Manage family problems and crises.

67. Identify crises which a family may face.

68. Describe methods and resources for preventing crises.

69. **Analyze family problems and crises. (4)**

70. **Analyze approaches for coping with family problems and crises. (4)**

XIX. Develop interpersonal skills needed for job success.

71. Explain kinds of communication.

72. **Assess components of meaningful communication. (5)**

73. **Analyze group influences on individual behavior. (5)**

XX. Formulate a personal philosophy of life.

74. Describe the functions of philosophy and philosophers.

75. Define philosophy of life.

76. Identify factors influencing personal philosophies.

77. Formulate a personal philosophy of life.

XXI. Analyze career and job opportunities.

78. **Identify job and career opportunities related to family living. (7)**

79. **Analyze the interrelationship of employment and home life. (6)**

Food and Nutrition

XXII. Determine nutritional needs of family members.

80. Outline the basic processes of digestion, absorption, and metabolism.

81. **Summarize common nutrient deficiencies and resulting diseases. (29)**

82. **Analyze current nutritional issues. (24)**

83. **Plan diets for individuals with special nutritional needs. (29)**

84. **Analyze factors affecting the world food supply and efforts to improve world nutrition. (24)**

XXIII. Manage family meals.

85. **Apply nutritional knowledge and food preparation skills to special occasion meals and functions. (28)**

86. **Plan meal service for formal and informal entertainment. (28)**

87. Utilize appropriate etiquette for formal occasions.

XXIV. Apply consumer skills to food buying.

88. Identify the services provided to the food consumer by government regulatory agencies.

89. Identify food assistance programs available to individuals and families.

90. Evaluate effective procedures for complaining about food products or services.

XXV. Utilize basic skills in kitchen planning and management.

91. Describe appropriate procedures for preventing food contamination.

92. Store food appropriately to preserve freshness and prevent contamination.

93. **Select major kitchen equipment. (26)**

94. **Compare energy consumption of various kitchen appliances. (26)**

95. Plan adaptation of kitchen equipment to meet the needs of the physically handicapped.

96. **Plan kitchen work areas. (25)**

XXVI. Prepare a variety of foods.

97. Apply knowledge of nutrition and food preparation to pastry and pies.

98. Apply knowledge of nutrition and food preparation to appetizers.

99. Apply knowledge of nutrition and food preparation to foreign foods.

100. **Utilize specialized equipment in food preparation. (26)**

XXVII. Evaluate commercial food processing in terms of family health.

101. **Evaluate the use of food additives in processed foods. (27)**

102. **Analyze food processing and marketing techniques. (27)**

103. Outline new trends in food processing.

XXVIII. Preserve food for future use.

104. Apply nutritional knowledge and food preparation skills to the home preservation of foods.

105. Prepare convenience foods at home.

106. Demonstrate physical and chemical properties of foods.

107. Show creativity in preparing and serving food.

XXIX. Analyze career and job opportunities.

108. **Describe knowledge and skills needed for a food service career. (30)**

109. **Outline procedures for establishing a food service business. (30)**

Home Management and Consumer Education

XXX. Use management in the home.

110. **Identify management patterns throughout the family life cycle. (8)**

111. **Evaluate influences on family management practices. (8)**

112. **Analyze roles of family members in home management. (8)**

XXXI. Relate community resources to family management.

113. **Identify available community resources. (9)**

114. **Plan ways to use community resources. (9)**

115. Identify methods for conserving resources.

116. Explain the interdependency of home and community in family management.

XXXII. Manage family finances.

117. Identify family life style.

118. Outline sources of family income.

119. **Plan family finances. (10)**

120. Explain the importance of keeping family records.

121. Analyze buying to meet family needs.

122. Identify ways of achieving family security. (10)

123. Evaluate wise use of bank services. (10)

124. Evaluate wise use of credit. (10)

125. Outline consumer responsibilities.

XXXIII. Analyze career and job opportunities.

126. Outline procedures for starting a business related to home management. (11)

127. Demonstrate an understanding of business procedures.

Housing, Home Furnishings, and Equipment

XXXIV. Analyze the factors affecting housing needs throughout the life cycle.

128. Describe environmental factors affecting housing needs. (19)

129. Describe human factors affecting housing needs. (19)

130. Identify special requirements affecting housing needs.

XXXV. Analyze the legal and financial aspects of obtaining housing.

131. Analyze the various factors affecting the cost of housing.

132. Point out the advantages and disadvantages of home ownership.

XXXVI. Evaluate options for housing the family.

133. Identify styles of architecture to meet individual and family needs and interests.

134. Describe current housing trends. (20)

135. Relate housing to family needs. (20)

XXXVII. Evaluate factors to consider in selecting home furnishings and equipment.

136. Identify characteristics of household textiles. (21)

137. Select household linens. (21)

138. Select window treatments for various types of windows. (21)

139. Select various types of floor coverings. (21)

140. Obtain furniture. (21)

141. Select major home appliances. (21)

142. Obtain accessories for the home. (21)

143. Develop plans for obtaining home furnishings. (21)

XXXVIII. Analyze factors influencing home maintenance responsibilities and operating costs.

144. Operate and maintain a home efficiently. (22)

145. Summarize the routine and occasional home care tasks. (22)

146. Identify community and family responsibility for home care and maintenance tasks.

XXXIX. Analyze career and job opportunities related to housing, home furnishings, and equipment.

147. Examine job and career opportunities related to housing, home furnishings, and equipment. (23)

CHILD DEVELOPMENT, CARE, AND GUIDANCE SEMESTER COURSE

ESSENTIAL ELEMENTS

The Child Development, Care, and Guidance Semester Course shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses found on page 10.

Essential elements identified for the Child Development, Care, and Guidance Semester Course as follows:

Concepts and skills related to preparation for parenthood. The student shall be provided opportunities to:

1. Identify tasks and responsibilities of parents.
2. Describe consumer considerations for babies such as equipment, clothing, medical expenses, insurance, and child care.
3. Identify and evaluate the emotional factors related to parenting.

Concepts and skills related to prenatal and postnatal care. The student shall be provided opportunities to:

4. Summarize the principles of prenatal and neonatal development.
5. Identify neonatal care essential to the well-being of mother and child.

Concepts and skills in evaluation of a child's development. The student shall be provided opportunities to:

6. Identify principles of child development and relate them to specific children.
7. Identify influences on development of children.
8. Analyze factors related to physical, motor, intellectual, emotional, moral, and social development.
9. Evaluate factors affecting the development of exceptional children.
10. Analyze whether one's characteristics are a result of heredity or environment, or both.
11. Describe the importance of nurturance to the development of a child.

Concepts and skills related to child care techniques. The student shall be provided opportunities to:

12. Apply basic needs of individuals to the care of young children.
13. Identify the role of play in learning.

Concepts and skills related to selection and use of appropriate child guidance techniques. The student shall be provided opportunities to:

14. Analyze methods of guidance and determine effectiveness of these methods.
15. Assess society's role in protecting the rights of children.

Concepts and skills in analyzing career and job opportunities related to the field of child development. The student shall be provided opportunities to:

16. Identify careers in child care and competencies needed by personnel.
17. Relate child development skills to other occupations.
18. Identify educational preparation.

CHILD DEVELOPMENT, CARE, AND GUIDANCE SEMESTER COURSE

COMPETENCIES AND SUB-COMPETENCIES

I. Prepare for parenthood.

  1. Analyze adjustments required by parenthood.
  2. **Point out factors to consider when planning and preparing for parenthood. (1)**
  3. **Evaluate the costs of having a child. (2)**
  4. **Analyze emotional considerations in preparing for parenthood. (3)**

II. Provide prenatal and postnatal care for mother and child.

  5. Analyze factors which contribute to the well-being of the mother and unborn child.
  6. **Appraise principles of prenatal and neonatal development. (4)**
  7. **Evaluate prenatal and postpartum/ neonatal care of the mother and child. (5)**
  8. Assess care of the infant.

III. Evaluate the child's development.

  9. **Relate principles of human development to the child. (6)**
  10. **Analyze factors influencing the child's development. (7, 10, 11)**
  11. **Analyze the physical development of the child. (8)**
  12. **Analyze factors influencing the child's intellectual development. (8)**
  13. **Analyze factors influencing the child's emotional development. (8)**
  14. **Analyze factors influencing the child's moral development. (8)**

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 67 and 68. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

15. Analyze factors influencing personality development.

16. Analyze factors influencing the child's social development. (8)

17. Analyze factors affecting the development of the exceptional child. (9)

IV. Evaluate child care techniques.

18. Assess the basic needs of children. (12)

19. Assess factors to consider in meeting the food needs of young children.

20. Assess factors to consider in the selection and care of children's clothes.

21. Analyze housing needs for the developmental stages of childhood.

22. Describe the health and safety procedures necessary for the care of children.

23. Assess factors to consider for a child's emotional health.

24. Design routines which meet the basic needs of young children. (12)

25. Assess child care services.

V. Match child's developmental level with appropriate expectations and activities.

26. Analyze ways children learn. (13)

27. Assess ways to motivate the child.

28. Evaluate techniques for teaching children.

29. Appraise the role of play in the young child's learning. (13)

30. Evaluate toys, equipment, and materials in terms of their appropriateness and contribution to a child's learning and development.

31. Analyze the role of communication in a child's learning.

32. Analyze the affective and social value of child's play.

33. Plan activities which contribute to a young child's learning and development.

VI. Select and use appropriate child guidance techniques.

34. **Analyze various methods of guidance. (14)**

35. **Analyze effectiveness of various methods of guidance in supporting the development of the child. (14)**

36. **Assess society's role in protecting the rights of children. (15)**

VII. Analyze career and job opportunities related to the field of child development.

37. **Describe job and career ladders in child development. (16, 18)**

38. **List competencies needed by child care personnel. (16)**

39. **Relate child development skills to other occupations. (17)**

CLOTHING AND TEXTILES SEMESTER COURSE

ESSENTIAL ELEMENTS

The Clothing and Textiles Semester Course shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses found on page 10.

Essential elements identified for the Clothing and Textile Semester Course as follows:

Concepts and skills affecting family clothing decisions. The student shall be provided opportunities to:

1. Identify factors affecting decisions.
2. Identify possible resources for effective decision making.
3. Develop a procedure for family decision making.

Concepts and skills for consumer buying. The student shall be provided opportunities to:

4. Identify the effects of advertising and labeling on consumer choice.
5. Identify consumer protection agencies and their services.
6. Define effective standards for consumer buying.
7. Identify and practice principles for good decision making.

Concepts and skills related to the fashion industry. The student shall be provided opportunities to:

8. Identify the different types of businesses in the clothing fashion industry.
9. Describe factors influencing the clothing fashion industry.
10. Identify ways the industry affects the national economy.

Concepts and skills of clothing management. The student shall be provided opportunities to:

11. Describe the role and principles of effective wardrobe planning.
12. Demonstrate effective principles of wardrobe planning.
13. Evaluate various clothing-care products.
14. Demonstrate use of major clothing equipment aids.

Concepts and skills for selecting textiles. The student shall be provided opportunities to:

15. Identify fiber characteristics.

16. Analyze fabric construction and finishes.

17. Identify effective usage of label information and its application.

18. Investigate employment skills needed in the fabric business.

Concepts and skills for advanced clothing construction. The student shall be provided opportunities to:

19. Define the principles of design.

20. Demonstrate ways of adapting clothing designs to individuals.

21. Evaluate creative clothing designs for specific individuals.

22. Identify and use methods of pattern alteration.

23. Apply principles for altering a ready-made garment.

24. Identify and apply principles of advanced sewing construction skills.

Concepts and skills affecting individual clothing decisions. The student shall be provided opportunities to:

25. Identify the effects of clothing on an individual assuming the dual role of homemaker and wage earner.

Concepts of career and job opportunities for gainful employment. The student shall be provided opportunities to:

26. Identify entry-level, skilled, and professional and technical opportunities for employment in the fabric and fashion industries.

27. Identify skills and competencies needed for employment.

28. Identify sources of further education required for employment.

CLOTHING AND TEXTILES SEMESTER COURSE

COMPETENCIES AND SUB-COMPETENCIES

Core Concepts

I. Evaluate the role of fashion and apparel in society.

1. Define fashion terms.
2. Analyze historical influences on fashions.
3. Identify fashion cycles.
4. Describe the role of fashion in meeting human needs.
5. Relate fashions to lifestyles.
6. **Describe the relationships between the apparel industry, the economy, and the consumer. (10)**
7. Point out factors in an individual's lifestyle which are influenced by fashion.

II. Analyze influences on the fashion apparel industry.

8. **Outline locations and activities of the fashion apparel industry. (8)**
9. Define fashion apparel industry terminology.
10. **Identify laws, policies, and regulations related to the fashion apparel industry. (9)**
11. **Analyze the effects of the fashion apparel industry on health, safety, energy use, and the environment. (10)**

III. Meet individual needs through clothing.

12. Analyze ways clothing affects first impressions of individuals.
13. **Identify factors influencing clothing selections. (1)**
14. Evaluate social and cultural influences on clothing selection.

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 73 and 74. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

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15. **Relate design lines and elements and principles of design to clothing selections. (19, 20, 21)**

IV. Buy clothing to fit individual and family needs and resources.

16. Select clothing and accessories appropriate for specific activities.

17. **Analyze influences on buying habits. (4)**

18. **Utilize consumer skills in buying clothing. (2, 3, 5, 6, 7, 17)**

V. Fit ready-to-wear garments.

19. **Identify characteristics of a well-fitting garment. (6)**

20. **Analyze fitting problems of an individual. (22, 23)**

21. **Utilize knowledge of the principles of fit in fitting a garment to an individual. (23)**

22. Evaluate the potential for satisfactorily altering a garment.

VI. Purchase and operate sewing equipment.

23. Utilize basic sewing tools and equipment.

24. Use and care for sewing tools and equipment.

VII. Repair and renovate clothing.

25. Utilize appropriate techniques for mending and repairing clothing.

VIII. Select and care for textiles used in clothing.

26. **Identify textile fibers. (15)**

27. **Analyze fabric construction. (16)**

28. **Explain the uses of fabric finishes. (16)**

29. Test fabrics for quality and durability.

IX. Care for clothing appropriately.

30. Plan facilities for proper storage of clothing.

31. **Launder clothing using appropriate equipment, procedures, and products. (13, 14, 17)**

32. Remove spots and stains using appropriate products and techniques.

33. Utilize appropriate techniques in caring for special fabrics.

34. **Follow appropriate procedures for daily clothing care. (13, 17)**

35. Utilize appropriate procedures for packing clothing.

X. Analyze job and career opportunities.

36. Outline career ladders in the field of clothing and textiles.

37. **Evaluate personal attributes which contribute to employability in clothing and textiles jobs. (18, 25, 27)**

38. **Describe educational requirements and training available for careers in the field of clothing and textiles. (28)**

39. **Identify specific career opportunities related to clothing and textiles. (26, 27)**

Personal Focus

XI. Improve personal appearance.

40. Assess personal appearance.

41. Express personality through clothing and appearance.

42. Improve perceived body proportions through clothing selection.

43. Choose flattering colors for skin, hair, and eyes.

44. **Plan a basic wardrobe. (11, 12)**

45. Accessorize garments creatively.

46. Improve personal grooming.

47. Improve own appearance through posture, exercise, and diet.

XII. Select appropriate clothing for family members throughout the life cycle.

48. **Utilize consumer skills in buying family clothing. (3, 6)**

49. Plan appropriate clothing for college for a job.

50. Plan appropraite clothing for a wedding and first year of marriage.

51. Plan attractive maternity clothing to accommodate physical changes during pregnancy.

52. **Select appropriate clothing for children. (3)**

53. **Select men's clothing for a specific individual. (3)**

54. **Select women's clothing for a specific individual. (3)**

55. **Select appropriate clothing for the middle-aged and elderly. (3)**

56. **Select appropriate clothing for the handicapped. (3)**

XIII. Construct or alter clothing for self and/or family members.

57. Select an appropriate pattern for a clothing construction project.

58. Alter a pattern to fit an individual.

59. Prepare fabric for cutting.

60. Lay out a pattern for cutting.

61. Cut out a pattern.

62. Mark garment pieces in preparation for construction.

63. Construct a garment utilizing basic construction techniques.

64. Fit and adjust a garment during construction.

65. **Make major pattern alterations. (22)**

66. **Apply knowledge of textiles to working with special or problem fabrics. (24)** *

67. Construct bound or loop buttonholes.

68. **Utilize special clothing construction techniques. (24)** *

69. Employ quick clothing construction techniques.

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*Essential Element 24 can be taught by developing EITHER Competencies 66 and 68 OR Competencies 74 and 75.

70. Utilize tailoring techniques.

71. Apply couture finishing techniques.

72. Utilize creative sewing techniques.

XIV. Alter, recycle, and design garments.

73. **Alter garments to fit individual. (23)**

74. **Recycle old garments into wearable ones. (24) ***

75. **Design garments utilizing the elements and principles of design. (24) ***

XV. Select and care for textiles used in clothing.

76. Analyze textile characteristics.

77. Analyze the processes of spinning and dyeing textiles.

78. Identify various weave structures.

79. Distinguish various woven patterns.

XVI. Analyze job and career opportunities.

80. Identify specific career options in clothing and textiles in depth.

81. Develop a plan for starting a clothing construction, repair, or retail fashion merchandising business.

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*Essential Element 24 can be taught by developing EITHER Competencies 66 and 68 OR Competencies 74 and 75.

CONSUMER EDUCATION SEMESTER COURSE

ESSENTIAL ELEMENTS

The Consumer Education Semester Course shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses found on page 10.

Essential elements identified for the Consumer Education Semester Course as follows:

Concepts and skills related to allocation of resources. The student shall be provided opportunities to:

1. Identify the purposes of and factors involved in management.
2. Develop and use the decision-making process.
3. Organize personal budget to fit needs of individual and family.
4. Identify types of savings and investment plans available to consumers.
5. Identify types of credit, insurance, social security, and taxes.

Concepts and skills related to consumer buying. The student shall be provided opportunities to:

6. Evaluate factors which influence consumer purchasing.
7. Identify principles of consumer purchasing.
8. Analyze factors influencing housing choices.
9. Identify housing alternatives.
10. Evaluate housing to meet family needs.
11. Describe how to buy and maintain automotive products and services.
12. Evaluate the significance of consumerism as it relates to food, meal planning, and food technology.
13. Identify clothing needs and ways to budget and purchase clothes for family members.

Concepts and skills related to consumer citizenship. The student shall be provided opportunities to:

14. Describe government legislation affecting consumers.
15. Identify the rights and responsibilities of a consumer.
16. Identify types of fraudulent and deceptive practices.

17. Outline actions a consumer may take for protection against fraudulent and deceptive practices.

Concepts and skills related to the role of the consumer and the economy. The student shall be provided opportunities to:

18. Describe the role of the federal government in the American economy.

19. Explain how the American market system functions.

20. Describe banking services and how they assist consumers in protecting money and other valuables.

Concepts and skills related to career and job opportunities. The student shall be provided opportunities to:

21. Identify careers related to consumer education.

22. Outline skills and competencies needed for employment and the education necessary to perform job tasks related to consumerism.

23. Describe procedures to successfully combine roles of homemaker and wage earner.

CONSUMER EDUCATION SEMESTER COURSE

COMPETENCIES AND SUB-COMPETENCIES

I. Analyze components of effective consumer management.

   1. **Integrate personal priorities, goals, and standards into consumer management. (1)**
   2. **Analyze the effects of needs and wants on consumer management. (1)**
   3. **Relate resource availability and use to consumer management. (1)**
   4. **Utilize the decision-making process in consumer management. (2)**
   5. Utilize management skills as a consumer.

II. Allocate resources effectively.

   6. **Develop a spending plan. (3)**
   7. **Use a spending plan to guide spending. (3)**
   8. Maintain spending records.
   9. Obtain credit when needed.
   10. **Use credit responsibly. (5)**
   11. Evaluate credit contracts.
   12. Analyze the cost of credit.
   13. Establish savings goals.
   14. **Select savings plans to meet needs. (4)**
   15. Establish investment goals.
   16. **Choose investments to meet needs. (4)**
   17. Evaluate insurance needs.
   18. **Select insurance to meet needs. (5)**

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 81 and 82. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

    19. **Explain tax obligations. (5)**
    20. Maintain tax records.
    21. Complete tax forms.

III. Utilize the principles of consumer purchasing.

    22. **Outline factors influencing consumer purchasing. (6)**
    23. Select appropriate shopping facilities.
    24. Obtain information needed to make purchases.
    25. **Judge product quality. (7)**
    26. **Analyze guarantees and warranties. (7)**
    27. Utilize comparison shopping techniques.

IV. Buy goods and services.

    28. **Select and purchase food. (12)**
    29. **Select and purchase clothing. (13)**
    30. **Obtain housing. (8, 9, 10)**
    31. Furnish a home.
    32. Obtain transportation.
    33. **Obtain automotive products and services. (11)**
    34. Obtain needed professional, personal, financial, household, repair, and utility services.

V. Accept consumer citizenship responsibilities.

    35. **Avoid fraud, deception, and quackery. (16)**
    36. **Identify government legislation affecting consumers. (14)**
    37. **Utilize consumer assistance and protection services. (17)**
    38. **Exercise consumer rights. (15)**
    39. **Accept consumer responsibilities. (15)**

VI. Understand the interrelationship of the consumer and the economy.

40. Differentiate between the primary economic systems.

41. **Describe the major components of the economic system in the United States. (18)**

42. **Explain how the American market system functions. (19)**

43. Summarize current economic issues.

44. Outline the role of money in the economy.

45. Differentiate between inflation and deflation.

46. **Identify the functions, types, and services of banks. (20)**

47. Summarize the role of banks in the economy.

VII. Analyze careers and job opportunities related to the field of consumer education.

48. **Evaluate careers related to consumer education. (21)**

49. **Describe skills and competencies needed in jobs and careers related to consumer education. (22)**

50. **Combine the roles of homemaker and wage earner successfully. (23)**

FAMILY/ INDIVIDUAL HEALTH SEMESTER COURSE

ESSENTIAL ELEMENTS

The Family/Individual Health Semester Course shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses found on page 10.

Essential elements identified for the Family/Individual Health Semester Course as follows:

Concepts and skills related to personal health. The student shall be provided opportunities to:

1. Identify characteristics of a healthy person.
2. Describe principles of good personal health.

Concepts and skills related to family health protection. The student shall be provided opportunities to:

3. Identify management principles for family health and safety.
4. Analyze factors influencing family health decisions.
5. Identify ways to adjust to family health problems.

Concepts and skills related to public health. The student shall be provided opportunities to:

6. Identify major health concerns.
7. Evaluate factors contributing to world health problems.
8. Identify public health organizations.
9. Evaluate situations affecting community health.
10. Identify community health measures.
11. Describe methods for providing a safe environment.
12. Identify available community resources.

Concepts and skills for the well-being of mother and infant. The student shall be provided opportunities to:

13. Define principles involved in preparing for children.
14. Identify principles of neonatal care.
15. Identify principles of care of the mother.
16. Identify principles of care of the growing infant.

Concepts and skills for meeting needs in later years. The student shall be provided opportunities to:

17. Describe the aging process.

18. Identify health, safety, and clothing needs.

19. Identify the personal needs of the aged.

Concepts and skills of home care of the sick. The student shall be provided opportunities to:

20. Identify the causes, symptoms, transmission, and prevention of communicable diseases.

21. Identify the principles for proper care of the sick.

22. List recreation activities for the sick.

23. Summarize principles and methods for patient care skills.

24. Investigate alternatives to home health care.

Concepts and skills for meeting emergencies. The student shall be provided opportunities to:

25. Identify home emergencies.

26. Explain simple first aid principles to be used in the home.

27. Determine community resources for assistance in emergencies.

Concepts and skills related to gainful employment. The student shall be provided opportunities to:

28. Relate family/individual health to careers and job opportunities.

29. Evaluate needed skills and competencies.

30. Identify educational methods for occupational preparation.

FAMILY/ INDIVIDUAL HEALTH SEMESTER COURSE

COMPETENCIES AND SUB-COMPETENCIES

I. Promote and maintain family/individual health.

   1. **Identify characteristics of a healthy person. (1)**
   2. **Promote principles of good personal health. (2)**
   3. Outline ways to meet physical, emotional, and mental health needs of family members.

II. Promote and maintain family health protection.

   4. **Outline principles for maintaining family health and safety. (3)**
   5. **Evaluate factors affecting family health decisions. (4)**
   6. Propose ways to prepare financially for illness or accident through insurance coverage and savings.
   7. Show how to maintain family health records.
   8. **Describe adjustments to family health problems. (5)**

III. Relate public health to family/individual health.

   9. **Identify major health concerns. (6)**
   10. **Analyze factors contributing to world health problems. (7)**
   11. **Identify public health organizations. (8)**
   12. **Evaluate situations affecting community health. (9)**
   13. **Describe community health measures. (10)**
   14. **Evaluate methods for providing a safe environment. (11)**
   15. **Identify community health resources. (12)**

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 87 and 88. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

IV. Provide care for mother and infant.

16. **Describe factors to consider for the addition of children to the home. (13)**
17. **Identify principles of neo-natal care. (14)**
18. **Identify principles for care of the mother. (15)**
19. **Identify principles of care of the growing infant. (16)**

V. Provide home care for the elderly.

20. **Describe the aging process. (17)**
21. **Identify the health, safety, and clothing needs of the elderly. (18)**
22. **Identify personal needs of the elderly. (19)**

VI. Provide appropriate home care of the sick.

23. Identify signs of illness.
24. **Identify the causes, symptoms, transmission, and prevention of communicable diseases. (20)**
25. **Describe methods for proper care of the sick. (21)**
26. Explain how to provide for sick, convalescing, or elderly family member's nutrition needs.
27. **Select appropriate recreational activities for the sick. (22)**
28. Identify characteristics and care associated with various handicaps.
29. Identify characteristics and care associated with a terminally ill family member.
30. Identify the stages of grief.
31. **Evaluate methods for patient care skills. (23)**
32. **Investigate alternatives to home health care. (24)**

VII. Meet home emergency needs of family members.

33. **Identify home emergencies. (25)**
34. **Describe simple first aid principles. (26)**

35. **Locate community resources for assistance in emergencies. (27)**

VIII. Identify career and job opportunities in family/individual health.

36. **Relate family/ individual health to careers and job opportunities. (28)**

37. **Describe skills and competencies needed in jobs related to family/ individual health. (29)**

38. **Outline educational preparation needed for jobs related to family/ individual health. (30)**

FAMILY LIVING AND PARENTHOOD SEMESTER COURSE

ESSENTIAL ELEMENTS

The Family Living and Parenthood Semester Course shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses found on page 10.

Essential elements identified for the Family Living and Parenthood Semester Course as follows:

Concepts and skills related to individual development. The student shall be provided opportunities to:

1. Analyze individual needs at various stages of development.
2. Develop appreciation of self, family, and peers.
3. Relate management principles to personal life.

Concepts and skills related to preparation for adult living. The student shall be provided opportunities to:

4. Develop effective interaction skills in groups and with special individuals.
5. Identify adjustments of the single adult.
6. Describe commitments made in marriage vows.
7. Identify adjustments necessitated by marriage.
8. Weigh options for the immediate future.

Concepts and skills related to responsible parenthood. The student shall be provided opportunities to:

9. Identify qualities needed by parents.
10. Analyze financial considerations related to children.
11. Identify potential emotional effects of parenthood.
12. Identify and evaluate the components of responsible parenthood.
13. Identify community resources available in special parenting situations.

Concepts and skills related to factors which contribute to a successful family life. The student shall be provided opportunities to:

14. Analyze factors affecting relationships within the family.
15. Describe rights and responsibilities of family members.

16. Identify the basic functions of a family.

17. Identify the family members as managers and consumers and understand their responsibilities in these roles.

18. Point out the importance of planned spending and of determining a plan for the individual needs of family members.

19. Investigate laws related to the family.

20. Analyze the impact of change on families.

21. Describe the multiple roles of homemaker/wage earner.

Concepts and skills related to the family life cycle. The student shall be provided opportunities to:

22. Outline the functions of the family at each stage of the family life cycle.

23. Identify possible adjustments, problems, and rewards at each stage of the family life cycle.

24. Identify support systems and services available to families.

Concepts and skills related to family crisis. The student shall be provided opportunities to:

25. Identify crises families may face.

26. Analyze family problems, crises, and methods of prevention.

27. Describe methods for coping with family problems and crises.

Concepts and skills related to career and job. The student shall be provided opportunities to:

28. Develop interpersonal skills needed for job success.

29. Identify job and career opportunities related to family living.

30. Evaluate the interrelationship of employment and home life and the implication for satisfaction in both areas.

FAMILY LIVING AND PARENTHOOD SEMESTER COURSE

COMPETENCIES AND SUB-COMPETENCIES

I. Analyze own development.

  1. **Analyze individual needs at various stages of development. (1)**
  2. **Develop a positive self-concept. (2)**
  3. Evaluate influences on personal priority development and clarification.
  4. Develop a personal priority system.
  5. **Develop a philosophy of life (8)**
  6. Analyze own character development.
  7. Analyze ways to develop and maintain mental health.
  8. **Apply management principles to own life. (3)**
  9. **Demonstrate sensitivity in dealing with own needs and those of others. (2)**
  10. **Describe adjustments of the single adult. (5)**

II. Assess realistically patterns of dating and the process of mate selection.

  11. **Analyze dating relationships. (8)**
  12. **Analyze the process of mate selection. (8)**
  13. Distinguish the types of love.
  14. Identify the functions of engagement.
  15. **Analyze marriage laws and customs. (6)**
  16. **Outline adjustments necessitated by marriage. (7)**

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 93 and 94. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

III. Assess the components of responsible parenthood.

17. Define the term *family*.

18. **Analyze factors in preparation for parenthood. (9, 12)**

19. **Describe financial considerations related to children. (10)**

20. **Outline potential emotional effects of parenthood. (11)**

21. **Evaluate alternatives to natural parenting. (13)**

IV. Analyze factors contributing to successful family living.

22. **Analyze factors affecting relationships within the family. (14)**

23. **Demonstrate specific supportive interpersonal techniques with individuals and groups. (4)**

24. Analyze individual interaction in groups.

25. **Compare perceptions of family roles. (21)**

26. Distinguish differences in families.

27. **Outline the rights of family members. (15, 18)**

28. Identify the responsibilities of family members.

29. Outline the basic functions of the family.

30. Point out the benefits of family living.

31. **Analyze the roles of the family in the social structure. (17, 21)**

32. Evaluate the effects of culture on the family.

33. **Analyze laws related to the family. (19)**

34. **Analyze the impact of change on the family. (20)**

V. Distinguish characteristics of each stage of the family life cycle.

35. **Outline functions of the family at each stage of the family life cycle. (22)**

36. **Point out possible adjustments, problems, and rewards at each stage of the family life cycle. (23)**

37. **Identify support systems and services available to the family at each stage of the family life cycle. (24)**

VI. Manage family problems and crises.

38. **Identify crises which a family may face. (25)**

39. **Evaluate methods and resources for preventing crises. (26)**

40. **Analyze family problems and crises. (26)**

41. **Analyze approaches for coping with family problems and crises. (27)**

VII. Analyze career and job opportunities.

42. **Develop interpersonal skills needed for job success. (28)**

43. **Identify job and career opportunities related to family living. (29)**

44. **Analyze the interrelationship of employment and home life. (30)**

FOOD AND NUTRITION SEMESTER COURSE

ESSENTIAL ELEMENTS

The Food and Nutrition Semester Course shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses found on page 10.

Essential elements identified for the Food and Nutrition Semester Course as follows:

Concepts and skills related to the significance of food. The student shall be provided opportunities to:

1. Evaluate factors affecting food habits.
2. Identify social, cultural, and aesthetic values of food.
3. Identify local, state, and federal nutrition programs.

Concepts and skills of food buying. The student shall be provided opportunities to:

4. Identify the effects of advertising, consumer agencies, and other resources on food buying.
5. Describe principles of wise use of available resources.
6. Develop a procedure using good consumer practices in the marketplace.

Concepts and skills of kitchen planning and management. The student shall be provided opportunities to:

7. Identify principles for establishing effective work areas.
8. Describe major and minor equipment needs.
9. Identify and practice principles of equipment care and repair.
10. Identify factors affecting cost.
11. Evaluate equipment cost vs. equipment features.
12. Identify and practice safety procedures in the kitchen.

Concepts and skills related to family nutrition. The student shall be provided opportunities to:

13. Identify the effects of nutrition on the body's digestion, absorption, and utilization.
14. Assess energy needs of the body as they affect weight.
15. Analyze classification of nutrient characteristics, sources, and functions.

16. Investigate chemical and physical properties of foods.

17. Relate nutrition principles to effective parenting skills.

18. Identify food fads, fallacies, and facts.

19. Analyze and use reliable sources of information.

20. Evaluate effective nutrition practices.

21. Modify personal nutrition practices.

Concepts and skills of meal planning and management. The student shall be provided opportunities to:

22. Investigate scientific and creative aspects of planning, preparing, and serving meals.

23. Identify foods required to meet special needs.

24. Identify and use methods for food conservation and preservation.

Concepts and skills related to career and job opportunities. The student shall be provided opportunities to:

25. Describe opportunities for related paid employment.

26. Identify concepts and skills needed for employment.

27. Identify educational preparation needed.

FOOD AND NUTRITION SEMESTER COURSE

COMPETENCIES AND SUB-COMPETENCIES

I. Analyze nutritional needs of family members throughout the life cycle.

   1. **Analyze physiological, psychological, and social influences on eating patterns and habits. (1, 2)**
   2. **Analyze the processes of digestion, absorption, and metabolism in the body's use of food. (13)**
   3. **Identify local, state, and federal nutrition programs. (3)**
   4. **Identify nutrients and their functions in the body. (15, 16, 23)**
   5. **Assess the roles of the recommended daily allowances and the dietary guidelines in achieving a balanced diet. (20)**
   6. **Discern food fads and fallacies. (18, 19)**
   7. **Analyze special nutrition needs that occur during a lifetime. (14, 17, 21)**

II. Plan nutritious meals and snacks.

   8. **Analyze factors influencing meal planning for individuals and families. (22)**
   9. **Develop menus for family meals. (22)**

III. Manage family meals.

   10. **Manage time, energy, and equipment when preparing family meals. (7, 8, 9, 10, 11)**

IV. Serve foods attractively.

   11. **Serve family meals attractively. (22)**
   12. Utilize appropriate table courtesy.
   13. Evaluate the quality of foods prepared and quality of service.

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 99 and 100. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

V. Apply consumer skills to food buying.

- 14. **Develop a food budget. (5)**
- 15. **Evaluate the influence of advertising and marketing on food choices. (4, 5)**
- 16. **Utilize appropriate shopping techniques. (6)**
- 17. **Utilize label information in making buying decisions. (6)**

VI. Utilize basic skills in kitchen planning and management.

- 18. **Utilize appropriate kitchen equipment for food preparation tasks. (7, 8, 9. 10, 11)**
- 19. **Use safe and sanitary procedures for food preparation. (12)**
- 20. Use recipes effectively in food preparation.

VII. Prepare a variety of foods.

- 21. **Identify the major nutrients provided by each of the food groups. (23)**
- 22. Analyze forms and uses of foods from the food groups.
- 23. Identify proper methods of selection and storage for foods.
- 24. **Utilize principles of preparation which preserve nutrients and enhance flavor and appeal of foods. (22)**

VIII. Evaluate commercial food processing in terms of family health.

- 25. Evaluate the use of food additives in processed foods.
- 26. Analyze food processing and marketing techniques.
- 27. Outline new trends in food processing.

IX. Preserve food for future use.

- 28. **Apply nutritional knowledge and food preparation skills to the home preservation of foods. (24)**
- 29. Prepare convenience foods at home.

X. Analyze career and job opportunities.

30. **Describe job and career ladders in food and nutrition. (25, 27)**

31. **Identify competencies needed for job success. (26)**

32. Relate food and nutrition skills to other occupations.

HOME MANAGEMENT SEMESTER COURSE

ESSENTIAL ELEMENTS

The Home Management Semester Course shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses found on page 10.

Essential elements identified for the Home Management Semester Course as follows:

Concepts and skills related to personal and family living. The student shall be provided opportunities to:

1. Explain the importance of management in reaching family goals by dual role homemakers.
2. Compare human and nonhuman resources and identify ways to utilize them.
3. Establish personal priorities.

Concepts and skills related to management process. The student shall be provided opportunities to:

4. Identify steps in decision making.
5. Identify types of decisions and factors affecting choices.
6. Describe how to adapt to change in today's society.
7. Apply management skills to achieve personal and family goals.

Concepts and skills related to managing a home. The student shall be provided opportunities to:

8. Select a home to meet the psychological and sociological needs of the individual.
9. Describe how to select home furnishings and equipment.
10. Summarize food resources.
11. Identify alternate approaches for resolving problems of food management.
12. Describe the importance of achieving family goals as a group.
13. Identify multiple roles of family members.
14. Identify physical and psychological needs of children.
15. Plan for family clothing needs.
16. Outline transportation needs and alternatives.

Concepts and skills related to managing as consumers. The student shall be provided opportunities to:

17. Identify sources of family income and variations that occur during family life cycle.
18. Identify reasons for planning, developing, and evaluating a spending plan.
19. Identify various family securities and ways families can be financially secure.
20. Outline the rights and responsibilities of consumers.

Concepts and skills related to daily living. The student shall be provided opportunities to:

21. Develop an awareness of clothing expenditures and ways to eliminate overspending.
22. Develop a procedure for buying food.
23. Plan a food budget.
24. Summarize facts about comparative shopping and available consumer protection.
25. Identify transportation expenditures and explore alternatives.
26. Describe the importance of family recreation and leisure time and the need to allocate time and money for these activities.
27. Describe the various housing options including the cost and methods of financing.

Concepts and skills related to career and job opportunities pertaining to home management. The student shall be provided opportunities to:

28. Develop skills and competencies needed for job success.
29. Identify semiprofessional, professional, skilled and technical jobs related to home management.
30. Analyze the interrelationship of employment and home life and the implication for satisfaction in both areas.
31. Identify family members' responsibilities in the management of earnings.

HOME MANAGEMENT SEMESTER COURSE

COMPETENCIES AND SUB-COMPETENCIES

I. Use management to achieve individual and family goals.

   1. **Identify the meaning and purposes of management. (1)**
   2. **Identify and use human and material resources. (2)**
   3. **Develop personal and family priorities. (3, 12)**

II. Use the management process.

   4. **Identify various types of decisions. (5)**
   5. **Apply the steps in decision making. (4)**
   6. **Implement the management process. (7)**
   7. Analyze managerial procedures.
   8. **Describe factors affecting decisions and management (6, 7, 13)**

III. Manage family finances.

   9. **Identify sources of income. (17)**
   10. **Recognize variations that may be anticipated during the life cycle. (17)**
   11. **Develop family spending plans. (18)**
   12. **Explain the importance of family records. (18)**
   13. Indicate the role of credit in family finances.
   14. **Outline ways to achieve family security. (19)**

IV. Use consumer skills.

   15. Outline procedures for making consumer decisions.
   16. Select appropriate shopping facilities

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 105 and 106. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

17. Use comparison shopping techniques. (24)

18. Analyze product quality.

19. Identify the rights and responsibilities of consumers. (20)

V. Manage a home.

20. Select a home. (8, 27)

21. Select home furnishings and equipment. (9)

22. Manage home maintenance.

23. Manage family food. (10, 11, 22, 23)

24. Manage family relationships. (13)

25. Plan appropriate child care. (14)

26. Manage family clothing. (15, 21)

27. Manage family transportation. (16, 25)

28. Manage family recreation and leisure time. (26)

VI. Analyze career and job opportunities.

29. Describe skills and competencies needed for job success in jobs related to institutional and home management and consumer education. (28)

30. Identify job opportunities related to institutional and home management and consumer education. (29)

31. Analyze the interrelationship of employment and home management. (30, 31)

HOUSING, HOME FURNISHINGS, AND EQUIPMENT SEMESTER COURSE

ESSENTIAL ELEMENTS

The Housing, Home Furnishings, and Equipment Semester Course shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses found on page 10.

Essential elements identified for the Housing, Home Furnishings, and Equipment Semester Course as follows:

Concepts and skills related to the basic functions of housing. The students shall be provided opportunities to:

1. Identify methods of meeting physical and emotional needs of the family.
2. Evaluate the role of housing in relation to protection, privacy, and self-expression.

Concepts and skills related to the influence of home environment on the family. The student shall be provided opportunities to:

3. Describe the relationship of housing conditions to health and safety.
4. Identify principles which satisfy the psychological needs and well-being of family members.
5. Define influences of housing on social and emotional development.
6. Analyze the effect of the environment on the intellectual growth and development of family members.
7. Identify economical methods for families to satisfy their housing needs and wants.
8. Analyze ways housing is influenced by economic changes.

Concepts and skills related to factors influencing housing and home furnishings decisions. The student shall be provided opportunities to:

9. Identify human factors such as life style and stage in life cycle which may influence decisions.
10. Describe housing alterations to meet special requirements needed by the disabled, very young, or the very old family member.

Concepts and skills related to housing trends in the future. The student shall be provided opportunities to:

11. Identify the effects of populations.
12. Analyze the effects of pollution on future housing.

13. Identify and evaluate housing alternatives.

14. Describe the effects of the housing industry on the nation's economy and vice versa.

Concepts and skills for evaluating housing. The student shall be provided opportunities to:

15. Identify principles of decision making related to housing choices.

16. Evaluate the role of personal satisfaction in housing decisions.

17. Describe the importance of a home's comfort, floor arrangement, and appearance to satisfying home life.

18. Identify principles of construction.

19. Evaluate architectural styles, construction, and decorative treatment.

20. Explain the importance of housing location and safety.

Concepts and skills of management and consumer aspects. The student shall be provided opportunities to:

21. Define legal and financial aspects of housing.

22. Evaluate methods for financing homes.

23. Identify general considerations in housing, home furnishings, and interior design.

24. Utilize the principles of interior design in the selection of household textiles.

25. Analyze the cost of establishing a home.

26. Identify methods of securing and financing needed furnishings.

27. Identify good consumer buying practices related to home furnishings.

28. Define elements of furniture design.

29. Describe methods of promoting creativity in the home.

30. Identify principles of satisfactory storage.

31. Identify principles used for selection and care of equipment and furniture.

32. Analyze room plans and furniture arrangements to meet a variety of needs.

33. Identify principles involved in home maintenance.

34. Identify principles of safety to be used in the home.

Concepts and skills related to gainful employment. The student shall be provided opportunities to:

35. Relate home furnishings to career and job opportunities.

36. Identify needed skills and competencies.

37. Identify educational methods for preparation.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT SEMESTER COURSE

COMPETENCIES AND SUB-COMPETENCIES

I. Analyze the interrelatedness of the various factors affecting housing for individuals and families.

   1. **Analyze functions of housing. (1, 2)**

   2. **Analyze the influence of housing on individuals and families. (3, 4, 5, 6, 7, 8)**

II. Describe the factors influencing housing and home furnishings decisions.

   3. **Describe human factors influencing housing and home furnishings decisions. (9, 16)**

   4. Identify environmental factors influencing housing and home furnishings decisions.

   5. **Identify special requirements influencing housing and home furnishings decisions. (10)**

III. Analyze factors which will influence future housing.

   6. **Project the effects on housing of population, pollution, and energy conservation. (11, 12)**

   7. Relate technological developments to housing.

   8. **Analyze the interrelatedness of housing and the nation's economy. (14)**

IV. Point out the advantages and disadvantages of different types of housing.

   9. **Identify types of housing available. (13)**

   10. **Describe characteristics of various types of housing. (13)**

V. Evaluate various aspects of housing.

   11. **Apply the decision-making process to housing or home furnishings choices. (15)**

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 109-111. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

12. **Describe living space needs based on the needs and activities of individuals and families. (16, 17)**

13. **Point out storage needs and methods in housing. (30)**

14. Categorize zones for areas found in housing.

15. Relate factors of circulation to space utilization.

16. Identify methods of expanding living space.

17. **Relate a home's appearance to satisfaction received from housing. (17)**

18. Analyze orientation factors to consider when selecting a housing location.

19. Describe standards and alternatives for home comfort and sanitation provisions.

20. **Identify common terms and principles used in housing construction. (18)**

21. **Identify styles of architecture to meet individual and family needs and interests. (19)**

22. **Identify factors to consider in the selection of a location for living. (20)**

23. Analyze general considerations to be used in selecting housing interiors and exteriors.

24. **Specify factors contributing to safe conditions in housing. (20, 34)**

25. Relate the availability of community services to the desirability of housing.

26. **Explain the purpose and meaning of symbols and abbreviations used in blueprints or work drawings. (18)**

VI. Assess the management and consumer aspects of housing, home furnishings, and equipment.

27. **Analyze the legal and financial aspects of obtaining housing. (21, 22, 25)**

28. Identify legislation and agencies for housing protection.

29. **Explain ways to minimize the cost of operating and maintaining a home. (33)**

30. Assess the importance of energy conservation in the home.

VII. Relate the selection and arrangement of home furnishings to the elements and principles of design.

  31. **Interpret the importance of design in home furnishings. (23)**

  32. **Describe the kinds of design. (23)**

  33. **Apply the elements and principles of design to the selection and arrangement of home furnishings. (24, 29, 32)**

VIII. Outline factors to consider in selecting home furnishings and equipment.

  34. **Identify characteristics of household textiles. (24)**

  35. Select household linens.

  36. **Select window treatments for various types of windows. (27)**

  37. **Select various types of floor coverings. (27)**

  38. **Obtain furniture. (27, 28, 31)**

  39. **Select major home appliances. (27, 31)**

  40. Obtain accessories for the home.

IX. Develop guidelines for the selection of home furnishings and equipment.

  41. Analyze consumer shopping plans.

  42. **Distinguish between informative and deceptive advertisements. (27)**

  43. **Point out the importance of product labeling. (27)**

  44. **Evaluate furniture construction as it relates to quality. (27)**

  45. **Judge advantages and disadvantages of methods of payment for home furnishings and equipment. (26, 27)**

X. Analyze career and job opportunities related to housing, home furnishings, and equipment.

  46. **Identify career opportunities in housing, home furnishings, and equipment. (35)**

47. Identify factors contributing to employability in jobs related to housing, home furnishings, and equipment. (36, 37)

48. Evaluate job and career opportunities available in housing, home furnishings, and equipment. (35)

PART IV: OCCUPATIONAL HOME ECONOMICS EDUCATION

GENERAL EMPLOYABILITY

COMPETENCIES AND SUB-COMPETENCIES

I. Demonstrate leadership skills.

1. **Identify characteristics and responsibilities of leaders. (9)**
2. **Demonstrate characteristics and responsibilities of group members. (9)**
3. **Participate in meetings according to rules of parliamentary procedure. (10)**
4. **Function effectively on committees by accepting assigned responsibilities. (11)**
5. **Plan and conduct effective group leadership activities. (12)**
6. **Particpate in society in a democratic way. (13)**

II. Exhibit employability skills.

7. **Evaluate career options and employment opportunities. (14, 44, 45)**
8. **Demonstrate ability to complete job application, interview and follow-up. (15, 30, 46)**
9. **Follow written and oral instructions to complete job task. (16, 40, 41, 47)**
10. **Demonstrate punctuality and dependability. (17, 47)**
11. **Follow rules, standards, and policies of the work place. (18, 27, 32, 47)**
12. **Demonstrate the ability to work cooperatively with others. (19, 28, 33, 47)**
13. **Demonstrate responsibility in completing job tasks. (20, 47)**
14. **Exhibit work habits and attitudes that increase productivity. (21, 31, 38, 47)**

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the Essential Elements Common to Multiple Courses as found on pages 9-12. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

III. Analyze entrepreneurial opportunities.

15. **Evaluate opportunities and options for business ownership. (22)**

16. **Identify entry level procedures and planning processes needed to open a business. (23)**

17. **Utilize terms associated with small business. (23)**

18. **Explain the role of small business in the free enterprise system. (24, 35)**

IV. Utilize general employability skills in getting and keeping a job.

19. Identify and remedy or report safety hazards.

20. **Follow job safety precautions. (31)**

21. Follow emergency procedures, using first aid when necessary.

22. **Demonstrate decision making and managerial ability. (25, 29, 36, 37, 38)**

23. **Interpret wage, payroll deduction and fringe benefit information. (34)**

24. **Utilize the performance review as an opportunity for career growth. (25)**

25. Analyze influence of economic trends on individuals.

V. Relate personal development to employability.

26. **Develop habits which contribute to attaining and maintaining physical health. (42)**

27. Relate nutrition to job performance.

28. **Develop habits which contribute to emotional health and a positive attitude. (26)**

29. **Develop appropriate grooming habits for employment. (43)**

30. Plan a wardrobe appropriate for a specific type of employment.

31. **Develop personal priorities, goals, and standards. (25)**

32. Apply the management process to home and employment situations.

33. Manage personal resources, including time and energy, effectively. (36, 37, 38)

34. Manage money effectively. (34, 38)

35. Point out the interrelationship of employment and home life. (39)

CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES

ESSENTIAL ELEMENTS

The Child Care and Guidance Management and Services course of study shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses as found on page 10.

Essential Elements Common to All Occupational Home Economics Education Courses as found on page 11.

Essential elements identified for Child Care and Guidance Management and Services as follows:

The student shall be provided opportunities to:

1. Follow the procedures and policies of a child care center.
2. Guide children in their adjustment to the child care center.
3. Participate effectively with parents of children in the child care center.
4. Identify competencies needed to be an effective child care employee.
5. Describe the need for a well-heated, well-ventilated, and well-lighted environment for children.
6. Identify the components of an interesting, comfortable environment for children.
7. Create and maintain a safe and healthy environment for young children.
8. Plan and prepare nutritious snacks and meals for young children.
9. Meet children's clothing needs in the child care setting.
10. Assist with the housekeeping and maintenance tasks at the child care center.
11. Describe factors affecting the growth and development of young children.
12. Assist children in developing behavioral patterns which promote their development.
13. Direct young children in routine activities.
14. Create a healthy environment for children during meal or snack time.
15. Assist with the preparation and supervision of nap or rest time.
16. Guide young children in dressing and undressing.
17. Assist with classroom management and program planning at the child care center.

18. Demonstrate teaching methods and skills appropriate for working with young children at varied developmental levels.

19. Guide young children in play activities.

20. Guide young children in art activities.

21. Guide the musical and rhythmic activities of young children.

22. Guide young children in social awareness activities.

23. Guide young children in pre-number and other mathematical activities.

24. Assist with the development of health and safety habits of young children.

25. Provide young children with science and nature activities.

26. Manage young children in field trips, parties, and special activities.

27. Provide care for infants and toddlers to two years of age.

28. Work effectively with special needs children.

29. Assist with management procedures in the child care center.

30. Assist with child care center communications.

CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES

COMPETENCIES AND SUB-COMPETENCIES

I. Carry out responsibilities related to care and guidance of children.

  1. **Identify competencies needed to be an effective child care employee. (4)**
  2. Describe personal qualities which lead to job success in child care/development employment.
  3. List rules, guidelines, and purposes for observing children.
  4. Observe and record the growth and development of individual children.
  5. Keep records in an early childhood center.
  6. Maintain records concerning the growth, behavior, and progress of each child.
  7. Utilize recognized developmental norms to assess the accomplishments of individual children, taking into careful consideration their strengths, weaknesses, and learning opportunities.
  8. Demonstrate an understanding of child care/development services.
  9. List important events in and contributors to early childhood education.
  10. Define the role of care for children of various ages.
  11. Identify local agencies which offer care for children.
  12. Compare types and quality of services in various child care operations in the community.
  13. Accept a share of responsibility in the operation of the child care center.
  14. **Identify the management functions in the operation of the child care center. (29)**

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 123 and 124. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

15. **Work cooperatively with the director and staff of the child care center concerning plans, activities, policies, and rules. (17, 29)**

16. **Follow the procedures and policies of the child care center. (1)**

17. Prepare for the licensing of the child care center.

18. **Outline legal restrictions and responsibilities related to child care. (1)**

19. Handle special situations in a children's center.

20. Assist in establishing program goals.

21. **Assist in planning a program for infants, toddlers, preschool, or after-school children. (17, 27)**

22. Develop a children's/participants' evaluation system.

23. Promote community-center understanding.

24. **Assist with child care center communications. (30)**

25. Perform clerical duties.

II. Set up and maintain a safe and healthy learning environment.

26. **Plan a learning environment appropriate to the basic needs and developmental level of the children. (6, 17)**

27. Organize space and equipment for indoor and outdoor activities.

28. Maintain a planned furniture, equipment, and materials arrangement that is understandable to children.

29. Select equipment and prepare homemade materials which will meet the needs of the children who will use them.

30. **Maintain a safe and healthy physical environment which meets licensing standards for child care programs. (7)**

31. **Keep light, ventilation, sanitation, and heat at the best possible levels for health and safety. (5)**

32. **Store and distribute materials and supplies. (20)**

33. **Provide activities and opportunities for children to acquire and practice good health habits. (24)**

34. **Summarize important health considerations concerning children's clothing. (9)**

35. **Supervise rest periods which meet the needs of the children. (13, 15)**

36. Identify symptoms of common childhood diseases.

37. Report signs of illness or discomfort in children and follow accepted procedures to care for a child who shows symptoms of illness.

38. Follow procedures for administering prescribed medications to a sick child.

39. **Perform housekeeping and maintenance tasks. (10)**

40. **Identify the nutritional needs of the children. (8)**

41. Follow criteria for food handling and storage required by local agencies.

42. **Prepare and serve nutritious meals and snacks for children when necessary. (8)**

43. Display awareness of various ethnic, regional, and economic patterns which affect eating habits.

44. **Create a meal or snack time environment which contributes to development of good food habits, table manners, and hygiene. (14)**

45. Use appropriate procedures in introducing foods into the child's diet.

46. Identify common feeding problems.

47. Use eating and food as a means of providing experiences which stimulate learning and contribute to the development of the child.

48. Help children prepare for meal or snack time.

49. **Keep indoor and outdoor facilities free of hazardous conditions and unsafe equipment and materials. (7)**

50. **Take measures to reduce and prevent accidents. (7)**

51. **Provide careful supervision to ensure the safety of the children. (7)**

52. **Develop and implement safety rules. (7)**

53. **Stop or redirect unsafe activities. (7)**

54. **Develop good safety habits in daily activities with children. (24)**

55. Prepare for and respond appropriately to any emergency that might arise.

56. Apply first aid when necessary.

57. Equip a first aid kit.

III. Advance physical and intellectual competence.

58. **Describe normal development patterns and differences among children of various ages. (11)**

59. **Describe factors which affect children's development. (11)**

60. **Identify the special needs of exceptional children. (28)**

61. **Use teaching methods and skills appropriate for working with children at varied developmental levels. (18)**

62. Identify the child's psychomotor skills and maintain flexible, progressive expectations of the child in performing these skills.

63. Evaluate the physical needs of the child.

64. Provide for the basic physical needs of the child.

65. Provide for the special physical needs of handicapped children.

66. **Provide a variety of appropriate equipment, activities, and opportunities to promote the physical development of the children. (11)**

67. Encourage children to explore, experiment, and question.

68. Provide activities, experiences, and materials which encourage questioning, probing, and problem-solving skills appropriate to the developmental level of each child.

69. Identify interest centers that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.

70. Provide activities which enhance children's sensory perceptions.

71. Outline the process of language acquisition, the sequence of language development, and ways to promote language facility.

72. Provide a variety of stimulating language experiences suitable for the child's age and individual needs.

73. Provide a variety of experiences to develop children's verbal and nonverbal communication skills.

74. Provide meaningful listening experiences for children.

75. Use literature with young children.

76. **Provide pre-number and pre-math activities suitable for the child's developmental level. (23)**

77. Provide shape and spatial relationship activities suitable for the child's developmental level.

78. Help children understand their environment.

79. Acquaint children with the persons who keep things functioning in their home, school, and community.

80. **Provide science and nature activities suitable for the child's developmental level. (25)**

81. **Guide children in creative art activities suitable for the child's developmental level. (20)**

82. **Provide experiences which foster creative dramatic play. (19)**

83. **Provide activities in which children can express themselves through music and dance. (21)**

84. Support and accept children's creative expressions.

IV. Build positive self-concept and individual strength.

85. Provide environment in which the child can develop a positive self-concept.

86. Identify behavior which reflects negative self-concepts.

87. Give direct, positive reinforcement to the child's advancing skills, initiative, and responsibility.

88. Help the child develop a sense of independence.

89. **Help child cope with conflicting needs for independence and dependence. (2)**

90. **Create an environment which enables the child to accept responsibility for own needs, and to care for personal items, toys, and books. (2)**

91. **Help children acquire self-help skills, initiative, and a sense of responsibility. (16)**

92. Value individual differences in children and families.

93. Provide activities and experiences based on each child's individual needs.

94. Foster acceptance and appreciation of cultural variety in children and adults as an enrichment of personal experience.

95. **Provide experiences which help children develop respect for others. (2)**

96. Help each child to develop pride as an individual and as a member of a cultural/ethnic group.

97. Encourage each child to develop personal abilities and talents to their maximum potential.

98. Outline the emotional needs and developmental stages of children.

99. Help children learn to express, understand, and control their emotions.

100. Respond to children's communication of need for emotional support.

101. **Help children learn acceptable behavior patterns when expressing emotions. (12)**

V. Promote positive functioning of children and adults in a group environment.

102. **Identify the social needs and development of children. (22)**

103. **Help young children develop socially. (22)**

104. **Help young children learn to work and play cooperatively indoors and outdoors. (22)**

105. **Help children learn to get along with others, and encourage feelings of mutual respect among the children in the group. (17, 22)**

106. **Respect individual and group rights of children and adults in the group. (12, 17)**

107. **Plan the activity program for the children to include opportunities for playing and working together and for sharing experiences and responsibilities with adults. (17, 26)**

108. **Use effective ways of guiding children's behavior. (12, 17)**

109. **Identify problem behaviors and use positive guidance techniques for improving them. (12, 17)**

110. Guide children in learning to adapt to the world around them.

111. Establish and implement a system of limits which helps children learn to respect the rights and property of others.

112. **Establish simple rules with the group that are understood and accepted by children and adults. (12, 17)**

113. **Help plan, follow, and evaluate the daily schedule and routines of the child care center. (13, 17)**

114. **Organize and implement a positive and comfortable routine. (13, 17)**

115. Provide flexibility in time schedule, program, and space arrangement.

VI. Coordinate home and center child-rearing practices.

116. Identify the family's role as a prime educator in the child's total development.

117. Support the family structure.

118. Maintain confidentiality of information about child and family.

119. **Establish relationships with parents that facilitate communication about their children. (3)**

120. Provide opportunities to exchange information about the children's progress and special needs with their parents.

121. **Support, encourage, and provide opportunities for parents to get involved in center activities. (3)**

122. Involve parents in the program in exemplifying the different cultures of the community.

123. Assist parents in identifying and obtaining community services available to them.

CLOTHING, APPAREL, AND TEXTILES MANAGEMENT, PRODUCTION, AND SERVICES

ESSENTIAL ELEMENTS

The Clothing, Apparel, and Textiles Management, Production, and Services course of study shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses as found on page 10.

Essential Elements Common to All Occupational Home Economics Education Courses as found on page 11.

Essential elements identified for Clothing, Apparel, and Textiles Management, Production, and Services as follows:

The student shall be provided opportunities to:

1. Achieve quality in construction when using domestic and industrial sewing machines.
2. Attain quality in hand sewing through use of appropriate stitches and equipment.
3. Achieve quality in sewing and correct pressing procedure.
4. Achieve quality in custom sewing through use of appropriate, efficient construction techniques.
5. Exhibit refined work habits when sewing and pressing clothing items.
6. Establish and maintain good relationships with customers.
7. Design or alter a pattern to ensure custom fit of the garment.
8. Attain quality in construction by cutting and marking accurately and appropriately.
9. Extend life of garments through effective repairs.
10. Fit garments on customer to correct fitting problems while maintaining grain of fabric.
11. Employ appropriate techniques in making various alterations.
12. Achieve balance, proportion, emphasis, rhythm, and unity in garments through effective use of the elements of design.
13. Consider textile characteristics in garment design, construction, alteration, repair, and care.
14. Design garments suitable for the season, the fabric, and the customer.
15. Emphasize safety practices in all aspects of clothing and textiles.

16. Construct accurate production patterns from designer specifications.

17. Achieve product quality through safe, efficient, and controlled industrial sewing methods.

18. Demonstrate how to function effectively and efficiently in fashion merchandising.

19. Create effective display to enhance the merchandise and the store.

20. Model garments effectively.

21. Demonstrate how to function effectively and efficiently in routine business operations.

CLOTHING, APPAREL, AND TEXTILES MANAGEMENT, PRODUCTION, AND SERVICES

COMPETENCIES AND SUB-COMPETENCIES

I. Manage business responsibilities related to fabric and ready-to-wear departments and stores.

1. **Receive, stock, and inventory merchandise. (21)**
2. Assist in the care and maintenance of the store and stockroom.
3. **Approach, greet, and assist customers with selections, trying on garments, and reaching buying decisions. (6)**
4. Answer customers' questions about merchandise, quality features, trends, sizes, locations, directions, and guarantees.
5. **Handle customer complaints. (6)**
6. Perform routine clerical duties.
7. Prepare sales slips, computing sales ticket totals, discounts, and added charges.
8. Use cash register in receipt of payments for cash and charge sales.
9. Handle coupons, rain checks, gift certificates, layaways, merchandise returns, and refunds.
10. Interpret credit card application procedures and credit and billing procedures to customers.
11. Record and report daily sales, and close out department at end of selling day.
12. **Develop, evaluate, implement, and follow organizational goals, policies, and procedures. (21)**
13. Supervise equipment selection, purchase, use, and care.
14. **Maintain safe working conditions. (15)**
15. Identify procedures used to plan, interview, hire, evaluate, and discharge staff.

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 133 and 134. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

16. Train, supervise, and motivate employees.

17. Prepare work schedules and job assignments.

18. Relieve or assist other employees during emergencies or rush periods.

19. Plan, purchase, route and price apparel and accessories.

20. Complete shipping, receiving, and purchase reports.

21. File claims for merchandise damages, shortages, overcharges, and substitutes.

22. **Handle complaints and human relations problems. (21)**

23. Formulate merchandising policies, coordinate merchandising activities, and apply merchandising techniques for profit.

24. **Prepare and maintain records, correspondence, and forms. (21)**

25. Plan finances, and analyze costs and sales.

26. **Identify and observe applicable government regulations. (21)**

27. **Demonstrate competencies needed to function effectively as a clothing, apparel, and textiles management, production, and services employee. (18)**

28. **Demonstrate personal qualities which lead to job success in clothing, apparel, and textiles management, production, and services. (18)**

II. Identify, describe, and utilize various fashion components.

29. **Use correct textile terminology. (13)**

30. **Point out textile characteristics and care requirements of various fabrics. (13)**

31. **Relate textile characteristics to garment design, construction, alteration, repair, and care. (13, 14)**

32. Explain textile legislation, standards, and labeling.

33. **Utilize the elements and principles of design in designing, constructing, or altering garments. (12, 14)**

34. Trace fashion cycles, differentiating, among fads, fashions, and styles, and identifying recurrent style details.

35. Provide information about current fashions, trends, and colors.

III. Coordinate apparel and accessories.

36. **Identify signs of quality in apparel and accessories. (1, 2, 3)**

37. **Coordinate women's wear, men's wear, infants' and children's wear, shoes and accessories. (19)**

38. Show customers fashionable ways to wear accessories.

39. Assist in making arrangements for weddings, wedding receptions, showers, and teas and in advising brides on wedding etiquette.

40. Assist bride in selecting wedding apparel and trousseau.

IV. Assist home sewers with selections and problems.

41. Organize, locate, record, and reorder patterns.

42. Assist home sewers in selecting fabrics, patterns, threads, trimmings, and other notions.

43. Select fabric, interfacing, lining, underlining, and interlining appropriate for pattern and construction methods.

44. Figure the amount of fabric required for various sewing projects.

45. Measure, cut fabrics or trim, and prepare remnants for sale.

46. Answer customers' questions about fabrics, patterns, notions, sewing supplies, equipment, and construction techniques.

47. Demonstrate to customers small sewing equipment and various construction techniques.

48. Construct garments for display in the fabric department or store.

V. Help plan, carry out, and evaluate a fashion promotion program.

49. Help plan the store's sales promotions and special sales events.

50. Help select merchandise, and plan and prepare advertisements.

51. Keep records on the sales of advertised merchandise.

52. Point out features of advertised merchandise to customers.

53. Plan and schedule fashion displays.

54. Select and construct decorative props and merchandise signs for use in displays. (19)

55. Set up, light, maintain, and evaluate store and window displays. (19)

56. Help plan, organize, and carry out publicity for a fashion show.

57. Plan and/or present the commentary for a fashion show.

58. Prepare the dressing room for models.

59. Model apparel and accessories. (20)

VI. Select, store, use, and care for sewing tools and equipment.

60. Identify, safely use, care for, and store small sewing tools and sewing and pressing equipment. (5)

61. Select and purchase sewing supplies, notions, and sewing and pressing equipment.

62. Thread, adjust, operate, and maintain a domestic sewing machine. (1)

63. Thread, adjust, safely operate, and maintain industrial sewing machines. (1)

64. Adjust machine chair and kneelift to fit operator.

VII. Use basic sewing and pressing skills.

65. Operate sewing machine with speed and efficiency.

66. Select and use appropriate machine stitching techniques. (1)

67. Rip stitching without damaging fabric.

68. **Select and make appropriate hand stitches. (2)**

69. **Use techniques suitable for fabric when pressing, shaping, or molding construction details, and in final pressing. (3)**

VIII. Participate in the design and production of apparel and accessories.

70. **Select fabrics and trims suitable for the garment design. (14)**

71. **Utilize appropriate sewing techniques in garment construction. (4)**

72. **Develop and evaluate fashion design for production. (14)**

73. **Make master pattern and test for accuracy. (16)**

74. Grade patterns in a range of sizes by hand or machine.

75. Sew duplicates of first sample garment in each size.

76. Write instructions for pattern layout and assembly of garment pieces.

77. Construct cutting markers for commercial production.

78. Compute fabric yardage requirements per cutting marker in commercial production.

79. Prepare or interpret cutting or spread tickets in commercial production.

80. Prepare fabric and cut by hand or machine.

81. Mark and shade cut garment pieces.

82. Sort and bundle garment parts for delivery to assembly area.

83. Use industrial sewing terminology correctly.

84. **Observe safety regulations and follow standardized methods for operations in an industrial sewing room. (15, 17)**

85. Figure earnings of sewing machine operator.

86. Distribute and collect bundles of garment parts and supplies.

87. Assemble bundles for subassemblies for efficient work flow during each phase of production.

88. **Perform assigned sewing operation(s) on standard or special sewing machine(s) . (1)**

89. Notify sewing machine repairperson of machine problems.

90. Inspect garments, locate defects, and mark garments using standard defect symbols.

91. Repair defective garments.

92. Sort and pack finished garments.

IX. Construct custom-made garments.

93. Arrive at work/price agreement with customer.

94. **Measure customer for size, and record measurements and body irregularities. (14)**

95. Schedule appointments for conferences and fittings.

96. **Check customer's measurements with those of pattern, and note variations. (14)**

97. **Design or alter pattern to ensure custom fit of garment. (7, 14)**

98. Prepare fabric for cutting.

99. **Observe suggested pattern layout, make adaptations where appropriate, and lay out pattern pieces according to grain specifications. (8)**

100. **Position and pin pattern sections on fabric, or outline pattern parts on fabric. (8)**

101. **Cut fabric following pattern edge or outline. (8)**

102. **Mark fabric using appropriate techniques for the fabric. (8)**

103. **Preserve shape of garment by staystitching and directional stitching. (4)**

104. **Pin or baste garment pieces together in units in preparation for fitting or stitching. (4)**

105. **Construct garment in unit sequence using appropriate stitches and techniques. (4)**

    106. **Press construction details as each unit is completed. (4)**

    107. **Fit garment to customer and make needed adjustments. (4)**

    108. **Press finished garments. (4, 5)**

    109. Evaluate appearance of finished garments.

X. Fit, alter, and repair garments.

    110. **Fit garment on customer while maintaining grain, and analyze fitting problems. (10)**

    111. **Identify alterations that can or cannot be performed. (11)**

    112. Offer suggestions for desirable alterations and mark or pin garment accordingly.

    113. Estimate cost, determine pickup date, and make a claim check for alterations or repairs.

    114. Prepare a tag indicating alterations or repairs and giving instructions.

    115. **Interpret alteration markings, and make alterations on garments. (11)**

    116. **Select and use appropriate techniques to make garment repairs. (9)**

XI. Care for clothing.

    117. Receive and mark laundry or dry cleaning in a commercial establishment.

    118. Sort laundry or dry cleaning, pre-spot garments, and determine appropriate laundry and dry cleaning procedures for each garment.

    119. Launder or dry clean using commercial equipment.

    120. Use proper finishing procedures.

    121. Inspect finished laundry or dry cleaning.

    122. Measure, resize, mark, and fold clothing.

    123. Press garments correctly.

    124. Assemble garments according to ticket number.

125. Identify customer's garments according to ticket number, and bag garments.

126. Pack and store garments.

FOOD PRODUCTION, MANAGEMENT, AND SERVICES

ESSENTIAL ELEMENTS

The Food Production, Management, and Services course of study shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses as found on page 10.

Essential Elements Common to All Occupational Home Economics Education Courses as found on page 11.

Essential elements identified for Food Production, Management, and Services as follows:

The students shall be provided opportunities to:

1. Utilize commercial food service equipment correctly and safely.
2. Utilize high sanitation standards in personal grooming and hygiene.
3. Use high standards of sanitation in all phases of food handling.
4. Demonstrate safety standards in performance of preparation, service, and cleanup tasks in food service establishments.
5. Manage the receiving, storing, and issuing of foods and supplies.
6. Coordinate various phases of meal planning, preparation, and service to ensure customer satisfaction.
7. Achieve quality standards when preparing various dishes and products for food service, using spices, herbs, and flavorings.
8. Achieve quality standards in preparing various appetizers and garnishes and in garnishing foods for service.
9. Attain quality standards in preparing various nonalcoholic beverages.
10. Prepare various types of hot and cold sandwiches for commercial food service, achieving quality products.
11. Attain quality standards and variety in preparing fruits and vegetables for meal service.
12. Produce quality salads and salad dressings.
13. Achieve quality standards in preparing various types of soups, sauces, and gravies.
14. Prepare various cereals and macaroni products for commercial food service, adhering to quality standards.

15. Attain quality standards in preparation of eggs and various egg dishes.

16. Attain quality products when preparing cheeses and various cheese products.

17. Achieve quality standards in preparing various types of meats, seafoods, and poultry.

18. Attain quality standards in preparation of various quick breads.

19. Attain quality standards in preparing various types of fruit desserts and fried desserts.

20. Achieve quality standards in preparing various types of desserts.

21. Produce quality cakes and cookies.

22. Achieve quality standards in preparing various types of pies, pastries, and meringues.

23. Display skills in performance of opening and closing duties.

24. Display skills in performance of bussing duties.

25. Assume responsibility related to performance of food service tasks in various types of food service establishments.

26. Demonstrate skills in performance of related business transactions.

27. Demonstrate skills in performance of various catering tasks.

FOOD PRODUCTION, MANAGEMENT, AND SERVICES

COMPETENCIES AND SUB-COMPETENCIES

I. Manage business responsibilities related to food production and service.

1. Identify competencies needed to be an effective food service employee.
2. Describe personal qualities which lead to job success in food management, production, and services.
3. Develop, evaluate, and implement organizational goals, policies, and procedures in the operation of food service.
4. Evaluate location, layout of facilities, and decor.
5. Supervise equipment selection, purchase, use, and care.
6. Maintain safe working conditions.
7. Identify procedures used to plan, interview, hire, evaluate, and discharge staff.
8. Train personnel, and enforce policies of personal hygiene, sanitation, and safety.
9. Prepare work schedules and job assignments.
10. **Relieve or assist other employees during emergencies or rush periods. (26)**
11. **Plan menus appropriate for type of food service. (6)**
12. Select, develop, and standardize recipes.
13. Cost menu items, set menu prices of foods, and make changes in menu when needed.
14. Arrange, design, and interpret menu sheets or folders.
15. Contact purveyors, and compare food prices.
16. Prepare market orders, and purchase food and consumable supplies.

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 143 and 144. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

17. Evaluate use, cost, ease of preparation, and aesthetic qualities of foods.

18. Direct stockroom activities.

19. **Take inventories of food, utensils, and equipment. (26)**

20. Plan, coordinate, and supervise production.

21. Set production standards.

22. Control and improve sequence of operations.

23. Schedule food preparation tasks.

24. Utilize food, labor, and equipment cost-control procedures.

25. Handle complaints and human relations problems.

26. Apply merchandising techniques to ensure profit.

27. Plan and conduct advertising and promotional programs.

28. Prepare and maintain records, correspondence, and forms.

29. Plan and analyze finances, costs, and sales.

30. Interpret and comply with laws and statutes pertaining to food service establishments.

II. Utilize appropriate safety practices and emergency procedures.

31. **Keep food service facility free of hazardous conditions and unsafe equipment and materials. (4)**

32. **Maintain high safety standards in food preparation, service, and cleanup tasks. (4)**

33. Follow appropriate procedures in emergency situations.

34. Complete accident reports and records.

III. Maintain appropriate standards of sanitation.

35. **Follow federal, state, and local sanitation codes for food service establishments. (3)**

36. **Maintain acceptable standards in personal grooming and hygiene. (2)**

37. Perform sanitation duties according to the cleaning schedule provided.

38. **Use sanitary food handling, preparation, and storage techniques. (3)**

39. Report signs of pests in the food service establishment.

40. Use sanitary procedures when washing, sanitizing, and drying pots, pans, and other utensils by hand.

41. Use sanitary procedures when washing glassware, tableware, and flatware in the dishwashing machine.

42. Inspect, sort, and store clean glassware, tableware, flatware, and utensils.

IV. Use nutritional information in planning, preparing, and serving food.

43. Display awareness of various factors which affect eating habits.

44. Use nutritional information in meeting dietary needs of persons of various ages.

45. Use food preparation techniques which conserve nutrients.

46. Define and use correct diet terminology.

47. Identify menus for general and modified diets.

48. Adapt menus for modified diets.

49. Follow diet instructions in preparing general and modified diets and diet supplements, and in assembling trays.

50. Report patient food response to supervisor.

V. Select, use, and care for food service equipment.

51. **Identify, select, and use large and small food service equipment. (1)**

52. **Clean, maintain, and store food service equipment and tools. (25)**

53. Report equipment needing repairs to supervisor.

VI. Receive, store, and issue food and supplies.

54. **Receive and inspect food and supplies. (5)**

55. Complete receiving records.

56. **Prepare food and supplies for storage, and then store. (5, 25)**

57. Maintain storage facilities at optimum conditions for food preservation.

58. Issue and rotate food and supplies.

VII. Use appropriate food production techniques.

59. Adjust standard recipes to serve more or fewer persons than specified.

60. **Read and follow recipe instructions. (25)**

61. **Use food preparation and service terms correctly. (25)**

62. **Identify a variety of foods: their types, forms, and properties. (25)**

63. Set up and maintain individual work area utilizing time- and energy-saving techniques.

64. Requisition food and supplies.

65. **Assemble and prepare ingredients (or suitable substitutes) and equipment. (25)**

66. **Measure and weigh foods according to specifications in standard recipes. (25)**

67. **Use a variety of cooking techniques. (25)**

68. **Utilize convenience foods in food preparation. (25)**

69. **Use correct time and temperatures for energy-efficient food preparation. (25)**

70. **Identify, use, and store spices, herbs, and extracts properly. (7)**

71. **Prepare a variety of non-alcoholic beverages. (9)**

72. **Prepare appetizers and garnishes. (8)**

73. **Prepare hot and cold sandwiches. (10)**

74. **Prepare salads and salad dressings. (12)**

75. **Prepare fruits and vegetables. (11)**

76. **Prepare soups, sauces, and gravies. (13)**

77. **Prepare cereal and pasta products. (14)**

78. **Prepare eggs and egg dishes. (15)**

79. **Prepare cheeses and cheese dishes. (16)**

80. **Prepare meats, seafoods, and poultry. (17)**

81. **Prepare puddings, custards, souffles, gelatin desserts, and frozen desserts. (20)**

82. **Prepare fruit desserts and fried desserts. (19)**

83. **Prepare breads. (18)**

84. **Make cookies, cakes, pies, pastries, and meringues. (21, 22)**

85. **Prepare and use icings, frostings, and fillings. (21)**

86. Prepare specialty foods (international cuisine, ethnic cuisine, gourmet foods).

87. Exercise showmanship in specialized food preparation in dining area or at customer's table.

88. **Plate and garnish foods attractively. (8)**

89. Prepare artistic food displays for serving lines, buffets, soup and salad bars, and special events.

90. **Observe, test, and evaluate quality of foods being prepared using sanitary procedures. (3)**

91. **Portion foods accurately during food preparation and service using specified portioning tools. (25)**

92. **Hold or store prepared foods until needed. (25)**

93. **Plan work schedule so foods are ready at serving time. (6, 25)**

94. Coordinate and assemble food orders.

VIII. Utilize appropriate customer service procedures.

95. **Perform opening, closing, and sidework duties. (23)**

96. Set up a banquet or meeting room according to written orders.

97. Take dining reservations and determine seating needs, using space and personnel effectively.

98. **Welcome guests and oversee customer comfort. (25)**

99. **Present menus, answer questions, encourage purchase of additional menu items, and take food orders following prescribed methods. (6)**

100. Relay orders to kitchen or serving counter.

101. Pick up orders in kitchen, and verify by scanning filled plates and trays.

102. Package take-out orders, and serve take-out customers.

103. Transfer food and dishes between floors of an establishment using a dumbwaiter.

104. **Serve food and beverages in prescribed manner. (6)**

105. Provide appropriate accompaniments, with each course.

106. Serve foods at customer's table, a seated banquet, or special occasion.

107. Serve food and beverages to guests or patients in their rooms.

108. Check guests' or patients' needs and supply needed items.

109. **Handle and report complaints as directed. (25)**

110. **Clear items from tables, and remove soiled items from tables and stations. (24)**

111. Carry loaded trays between kitchen and serving areas.

112. Sort, count, and store utensils at designated places

113. **Itemize and total price of each order. (26)**

114. **Present check to customer, and accept payment or refer customer to cashier. (26)**

115. Prepare cash drawers.

116. **Handle payments (cash, checks, credit cards) , operating cash register, making change, and writing receipts. (26)**

117. Display, sell, order, and restock counter items.

118. Prove cash, and prepare deposits.

119. Give tips to proper waiters/waitresses.

IX. Transport food, beverages, and equipment to and from serving location.

120. **Pack and transport food, beverages, utensils, and equipment. (27)**

121. Designate trays with name and room or order number for delivery to patients, guests, or customers.

122. **Maintain quality of transported food. (27)**

123. Set up rooms for catered parties.

124. Unload and deliver food and beverages.

125. Pick up food carts, and empty trays from patients, guests, or customers.

126. Pick up and return trays, dishes, utensils, and equipment to dishwashing area.

HOME FURNISHINGS AND EQUIPMENT MANAGEMENT, PRODUCTION, AND SERVICES

ESSENTIAL ELEMENTS

The Home Furnishings and Equipment Management, Production, and Services course of study shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses as found on page 10.

Essential Elements Common to All Occupational Home Economics Education Courses as found on page 11.

Essential elements identified for Home Furnishings and Equipment Management, Production, and Services as follows:

The student shall be provided opportunities to:

1. Achieve quality in commercial construction tasks through efficient use of tools and equipment.
2. Construct quality draperies using appropriate techniques.
3. Construct various curtains, shades, and window headings using accepted techniques.
4. Construct miscellaneous decorative items using accepted techniques.
5. Achieve harmony and individuality in home furnishings through effective use of the principles and elements of design.
6. Achieve interest and unity in room settings through use of accessories.
7. Recommend furniture designs and construction details to meet clients' needs appropriately.
8. Plan the use of home lighting to enhance a room or area.
9. Assist clients with selections of floor coverings.
10. Assist clients with selection and application of wall and ceiling treatments.
11. Achieve desired results when assisting clients with selection and installation of window treatments.
12. Demonstrate appropriate use of tableware, table linens, and centerpieces to meet the clients' needs.
13. Relate information about household linens in order to direct clients in their selection.
14. Demonstrate ways to utilize kitchen equipment and utensils in homes and displays.

15. Determine effective and efficient room arrangements.

16. Create effective displays to enhance home furnishings merchandise.

17. Perform various general procedures and customer service procedures involved in the floral business.

18. Achieve harmony and individuality through effective design and display of flowers, plants, and floral sprays.

19. Utilize appropriate care, safety, and repair techniques when working with home furnishings.

HOME FURNISHINGS AND EQUIPMENT MANAGEMENT, PRODUCTION, AND SERVICES

COMPETENCIES AND SUB-COMPETENCIES

I. Manage buisness responsibilities related to home furnishings, equipment, and services.

1. Identify competencies needed to be an effective home furnishings, equipment, and services employee.
2. Describe qualities which lead to job success in home furnishings, equipment, and services jobs.
3. Handle complaints and human relations problems.
4. Formulate merchandising policies, coordinate merchandising activities, and apply merchandising techniques for profit.
5. Prepare and maintain records, correspondence, and forms.
6. Plan and analyze finances, costs, and sales.
7. Identify and observe applicable government regulations.
8. Develop, evaluate, and implement organizational goals and store or business rules, policies, and procedures.
9. Supervise equipment selection, purchase, use, and care.
10. **Maintain safe working conditions. (19)**
11. Identify procedures used to plan, interview, hire, evaluate, and discharge staff.
12. Train, supervise, and motivate employees.
13. Prepare work schedules and job assignments.
14. Relieve or assist other employees during emergencies or rush periods.
15. Plan, purchase, route, and price merchandise and/or supplies.

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 153 and 154. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

16. Complete shipping, receiving, and purchasing reports.

17. File claims for merchandise, damages, shortages, overcharges, and substitutions.

18. Select merchandise, and plan and prepare advertisments, sales, promotions, and special sales events.

19. Keep records on sales of advertised merchandise.

20. Plan and schedule store displays.

21. Select and construct decorative props and merchandise signs for use in displays. (16)

22. Set up, light effectively, maintain, and evaluate store and window displays. (16)

23. Receive, check, and store merchandise.

24. Unpack, assemble, prepare, and price mark merchandise.

25. Stock sales floor, shelves, and racks.

26. Take inventories and stock counts.

27. Maintain, organize, and file product information, catalogs, and price lists.

28. Use appropriate procedures for sending mail, parcels, and/or freight.

29. Select, use, care for, and store cleaning equipment and supplies.

30. Observe safety precautions in the use of cleaning equipment and supplies. (9)

31. Schedule and prepare deliveries.

32. Load delivery vehicle and deliver merchandise.

II. Coordinate various components of home interiors.

33. Use correct textile terminology.

34. Point out textile characteristics and care requirements.

35. Explain textile legislation, standards, and labeling.

36. Evaluate effective use of elements and principles of design in home furnishings, (5)

37. Coordinate floors, walls, ceilings, furnishings, and accessories in a room.

38. **Utilize the elements and principles of design in home interiors. (5)**

39. **Use correct terminology to describe floor, wall, and ceiling treatments. (9, 10)**

40. **Identify care, appearance, and use of basic floor coverings, and wall and ceiling treatments. (9, 10)**

41. **Coordinate floor coverings, and wall and ceiling treatment samples with fabrics and accessories. (9, 10)**

42. **Analyze factors considered important by the customer in the selection of materials for floors, walls, and ceilings. (9, 10)**

43. **Measure and prepare estimates of floor or wall covering needed, and cost of materials and installation. (9, 10)**

44. Assist client in assembling materials, tools, and/or equipment required for installation of floor coverings wall and ceiling treatments.

45. Reproduce paint formulas accurately to meet customer's needs.

46. Describe procedures for application of floor, wall, and ceiling treatments.

47. **Use correct terminology to describe furniture styles and construction details. (7)**

48. Identify the basic characteristics of the major periods and styles of furniture.

49. **Evaluate factors considered important by the customer in the selection of furniture, and make recommendations. (7)**

50. Point out upholstery fabrics and construction details suitable for furniture style, period, room decor, and use.

51. **Identify types of windows, parts of a window, and possible window treatments for each type of window. (11)**

52. **Use correct terminology to describe characteristics of different types and qualities of various windows and window treatments. (11)**

53. **Select and suggest window treatments to fit specific windows and to enhance room decor. (11)**

54. **Take accurate measurements for draperies or curtains. (11)**

55. **Identify decorative accessories and their functions in decorating schemes. (6)**

56. **Coordinate accessories in homes and in store displays. (6)**

57. Select, arrange, and mount pictures and wall accessories.

58. **Advise customers on appropriateness and placement of lamps and fixtures. (8)**

59. Identify and describe various types and pieces of tableware, glassware, and flatware.

60. Provide the customer with information about the quality and availability of tableware, glassware, and flatware.

61. **Interpret labels and specifications on household linens. (13)**

62. **Identify and describe quality features and uses of various household linens. (13)**

63. **Assist customers in selecting and coordinating table appointments and household linens. (13)**

64. **Arrange harmonious table settings using tableware, table linens, and centerpieces. (12)**

65. Fill out cards in the bridal registry, and maintain records of purchases.

66. **Assist customer in selecting and arranging home appliances, kitchen equipment, and utensils. (14)**

III. Assist, consult, and work with customers and clients.

67. Approach, greet, and assist customers with selections.

68. Assist the designer with consulting in the client's home.

69. **Identify the usage and requirements of different rooms in the customer's home. (15)**

70. Answer customers' questions about merchandise, quality features, trends, signs, locations, guarantees, and catalogs.

71. Take accurate measurements of a room or area.

72. Prepare simple scaled drawings of rooms in client's home.

73. **Evaluate furniture arrangements in relation to decorating problems. (15)**

74. Make cost estimates, and propose room designs within client's decorating budget.

75. Assist in preparing room layouts and making presentations.

76. Help customers reach buying decisions.

77. Prepare special merchandise orders and work/price orders, including sketches of details when needed.

78. Coordinate fabric, notions, and trims; and estimate yardage required for draperies, bedspreads, table linens, upholstery, and decorative accessories.

79. Compute costs of fabric from measurements, work specifications, and type of fabric, and prepare sales slip.

80. Use cash register in receipt of payments for cash and charge sales.

81. Interpret credit card application procedures, and credit and billing procedures to customers.

82. Assist in following up on deliveries, installations, adjustments, and customer complaints.

IV. Care for, prepare, arrange, and assist customers with the selection of flowers, foilage, plants, and related items.

83. **Identify various types of fresh, dried, and permanent flowers, foliage, and plants using appropriate terms. (17)**

84. Pot, repot and propagate plants by various methods.

85. **Follow correct procedures for storing and managing stock of flowers, foliage, greens, plants, and arrangements. (17)**

86. **Take measures to prevent, control, or treat common plant pests and diseases. (17)**

87. Advise customers regarding the care required for fresh and permanent arrangements.

88. **Suggest fresh and permanent floral arrangements suitable for specific purposes. (17)**

89. **Estimate and verify cost and information for floral arrangements requested. (17)**

90. Prepare customer order forms for flowers, greens, and potted plants.

91. Describe and use out-of-town delivery services.

92. **Use and maintain floral design tools, equipment, and supplies. (17)**

93. **Maintain a floral worktable with proper tools and supplies. (17)**

94. Build an idea file of creative floral settings for special occasions.

95. **Select natural or permanent flowers and foilage for use in arrangements. (18)**

96. Use mechanical aids and floral wire in fresh and permanent arrangements, corsages, and bouquets.

97. Select care for, and store containers for arrangements.

98. **Design and construct floral arrangements using basic designs. (18)**

99. **Construct boutonnieres, corsages, and bouquets for specified occasions. (18)**

100. **Coordinate floral settings with giftwares, props, and supplies for use in displays and homes. (18)**

101. **Make minor repairs on damaged floral arrangements to customer's satisfaction. (17)**

V. Select, store, use, and care for sewing tools and equipment.

102. **Identify, use, care for, and store sewing and pressing equipment. (1)**

103. Select and purchase sewing and pressing equipment.

104. **Select and purchase fabric, sewing supplies, and notions. (1)**

105. **Select and use appropriate hand and machine stitching techniques. (1)**

106. **Select and use pressing techniques suitable for fabric. (1)**

VI. Construct and install a variety of window treatments.

107. **Interpret and follow work orders for construction of draperies. (2)**

108. **Estimate, measure, cut, mark, and bundle fabrics for draperies and curtains. (2)**

109. **Stitch drapery panel and lining lengths, matching pattern repeats where needed, and using correct thread for fabric. (2)**

110. **Measure, fold, crease, and stitch bottom and side hems in draperies, placing weights as needed. (2)**

111. **Construct drapery heading using pleater tape or crinoline. (2)**

112. **Attach lining to draperies and curtains by hand or machine. (2)**

113. Plan, break, and tack pleats in draperies and curtains.

114. **Construct curtains, shades, and window headings. (3)**

115. **Construct window coverings using accepted techniques. (3)**

116. Prepare and pack completed draperies for mailing, shipping, or delivery to customer.

117. **Install or instruct customer in installing window treatment hardware, using appropriate hardware and attachment techniques. (11)**

VII. Construct a variety of decorative accessories for the home.

118. **Plan and construct a variety of decorative accessories for the home. (4)**

119. Measure to determine amount of fabric needed for constructing pillows, cushions, and bolsters.

120. Construct pillows, cushions, and bolsters as specified on work order.

121. Measure a bed to determine amount of fabric needed for bedspread, coverlet, or pillow sham.

122. Construct various types of bedspreads, coverlets, and pillow shams.

123. Measure upholstered furniture to determine fabric requirements for slipcovers.

124. Estimate amount of fabric and other materials needed for slipcovers.

125. Pin-fit a muslin or paper pattern or the slipcover fabric to upholstered piece.

126. Construct slipcovers.

127. Recover a chair seat using basic upholstery techniques.

INSTITUTIONAL, HOME MANAGEMENT, AND SUPPORTING SERVICES

ESSENTIAL ELEMENTS

The Institutional, Home Management, and Supporting Services courses of study shall include instruction in the following essential elements:

Essential Elements Common to All Vocational Education Courses as found on page 10.

Essential Elements Common to All Occupational Home Economics Education Courses as found on page 11.

Essential elements identified for Institutional, Home Management, and Supporting Services as follows:

The student shall be provided opportunities to:

1. Identify and demonstrate how to use safety precautions in handling equipment and supplies.
2. Describe procedure for entering and leaving guest rooms in hotel or motel.
3. Follow instructions from employer or supervisor concerning methods and sequences to be used when performing cleaning tasks.
4. Follow sanitary procedures in performing all cleaning tasks.
5. Plan for efficient performance of all tasks necessary to put rooms in good order.
6. Explain the necessity for sanitation and disinfection in hospital cleaning tasks.
7. Describe procedures for cleaning occupied rooms, unoccupied rooms, discharge units, and isolation units.
8. Describe procedure for entering and leaving the private home.
9. Identify differences in floors.
10. Describe the appropriate method for cleaning each type of floor.
11. Utilize proper supplies and methods for shampooing carpets.
12. Plan work so that cleaning tasks are performed on a regular basis.
13. List times when general cleaning tasks need to be performed.
14. Use sanitary procedures for laundering machine-washable and hand-washable articles.
15. Analyze functions and appropriate uses for laundry supplies.
16. Describe procedures and precautions for operating laundry equipment.

17. Apply principles of work simplification to ironing and pressing.
18. Demonstrate procedures for folding, storing, and handling linens and clothing.
19. Explain the necessity of following linen room procedures.
20. Select and use appropriate tools and supplies for repairs and maintenance tasks.
21. Use appropriate techniques for repair and maintenance tasks.

INSTITUTIONAL, HOME MANAGEMENT, AND SUPPORTING SERVICES

COMPETENCIES AND SUB-COMPETENCIES

I. Carry out operations and management responsibilities related to institutional, home management, and supporting services.

1. Identify competencies needed to be an effective institutional, home management, and supporting services employee.

2. Describe qualities which lead to job success in institutional, home management, and supporting services.

3. Develop, evaluate, and implement organizational goals, policies, and procedures.

4. **Follow rules, policies, and procedures of organization or business. (3)**

5. Supervise equipment selection, purchase, use, and care.

6. Maintain safe working conditions.

7. Identify procedures used to plan, interview, hire, evaluate, and discharge staff.

8. Train, supervise, and motivate employees.

9. Prepare work schedules and job assignments.

10. Relieve or assist other employees during emergencies.

11. Handle complaints and human relations problems.

12. Prepare correspondence and forms necessary in business.

13. Plan and analyze finances, costs, and sales.

14. Identify and observe applicable government regulations.

II. Receive, store, requisition, issue, use, and care for cleaning equipment and supplies safely and efficiently.

15. Receive and inspect supplies, and complete receiving records.

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 163 and 164. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

16. Store equipment and supplies.

17. Issue, requisition, or take inventories of equipment and supplies.

18. **Select, use, and care for cleaning equipment and supplies. (20)**

19. **Read and follow manufacturers' directions for use of cleaning equipment and supplies. (5)**

20. **Organize equipment and supplies to save time and energy. (5)**

21. **Stock supply cart or carrier with cleaning supplies. (5)**

22. **Utilize proper body mechanics to save time and energy in performing cleaning tasks. (5)**

23. **Remove or report hazardous conditions, unsafe equipment, and materials. (1)**

24. **Observe safety precautions when using and storing cleaning equipment and supplies. (1)**

25. Follow emergency procedures, and use first aid when necessary.

26. Report and record accidents.

III. Perform necessary tasks to put rooms and building areas in good order.

27. **Follow recommended procedures for entering and leaving guest rooms, handling pass key, and completing occupancy report. (2)**

28. Make a preliminary check of room condition when entering, and report damaged and found items.

29. **Plan sequences of cleaning tasks. (3, 5)**

30. **Clean guest room as directed. (7)**

31. **Use appropriate cleaning, sanitation, and disinfection techniques for an occupied hospital room, unoccupied hospital room, discharge unit, or isolation unit. (4, 6, 7)**

32. Clean public areas (entranceways, hallways, stairs, elevators, lounges, lobbies), offices, kitchen or dining areas.

33. Clean school or church (classrooms, laboratories, auditoriums, gymnasiums), business or factory.

34. **Follow recommended procedures for entering and leaving a private home. (3)**

35. Keep private home clean and in reasonable order.

IV. Perform specific cleaning tasks.

36. **Schedule and perform cleaning tasks to ensure maintenance of housekeeping standards. (12, 13)**

37. **Collect and empty trash and garbage containers. (12)**

38. **Collect, empty, and replace ashtrays, glasses, pitchers, and ice buckets. (12)**

39. Identify characteristics of various types of floors and floor coverings.

40. **Sweep, mop, vacuum, wax, buff, or apply floor finish according to type of floor. (9, 10, 12)**

41. **Shampoo carpet. (11, 13)**

42. **Remove soiled bed linens, and deposit in designated place. (12)**

43. **Make bed quickly and efficiently. (12)**

44. **Dust, wax, polish, and clean furniture according to materials used in their construction. (12)**

45. **Vacuum or shampoo upholstered furniture. (13)**

46. **Clean and wash glass, porcelain surfaces, and windows with squeegee or spray cleaner. (13)**

47. **Clean light fixtures, and remove and replace light bulbs when necessary. (13)**

48. **Clean walls, ceilings, woodwork, and chalkboards. (13)**

49. **Polish wooden surfaces. (13)**

50. **Clean window treatments. (13)**

51. **Remove soiled bath linens, and put in designated place. (12)**

52. **Clean and sanitize bathrooms, restrooms, and shower rooms. (4, 13)**

V. Perform general maintenance and repairs.

53. **Remove stains from various surfaces and materials. (20, 21)**

54. **Repair textile products, furniture, and window treatments. (20, 21)**

55. **Do minor nonelectrical maintenance and repairs. (20, 21)**

56. Perform minor electrical appliance maintenance and repairs.

57. **Inspect, clean, lubricate, and adjust heating and cooling equipment on a regular schedule. (20, 21)**

58. **Take appropriate measures to prevent and control pests. (20, 21)**

59. **Apply extermination material as directed. (20, 21)**

60. Care for houseplants.

61. **Care for grounds around building as required. (20, 21)**

62. **Clean outside areas, such as walkways, patios, driveways, porches, and parking lots. (20, 21)**

63. Inspect and maintain playground equipment, fences, and swimming pool area.

64. **Display flag using correct procedures. (21)**

VI. Care for linens and/or clothing.

65. Obtain clothing care services as needed.

66. Sort and prespot laundry.

67. **Use laundry equipment and supplies safely and correctly. (14, 15, 16)**

68. **Hand-launder clothing items when necessary. (14)**

69. **Iron, press, fold, store, and distribute clean linens and clothes. (17, 18)**

70. Repair garments, linens, curtains, and towels using a sewing machine.

71. **Follow appropriate linen room procedures. (19)**

72. Process all "check-out" and "in order" room communications between housekeeping and the front desk.

73. Check each housekeeping aide's cart to ensure that it is equipped and supplied.

74. Count supplies, linens, and uniforms in and out to determine that each worker has accounted for every item.

75. Inspect, then report "in order" rooms to appropriate management personnel.

76. Check all "do not disturb" rooms after check-out time by phone, and report all "no answers" to appropriate management personnel immediately.

77. Check all housekeeping aides' room slips before they go off shift, and reassign uncleaned rooms.

78. Handle telephone requests and complaints directed to housekeeping.

79. Process all lost and found items according to policy.

80. Mend linens and uniforms.

81. Order needed supplies, linens, and uniforms.

VII. Plan, prepare, and serve meals for individual, family, or guests.

82. Plan suitable meals for indivdual, family, or guests.

83. Shop for food and supplies, and keep records of items purchased.

84. Use safe and sanitary procedures in food handling, storage, and preparation.

85. Follow standard procedures, and use proper equipment to prepare a variety of foods and beverages.

86. Serve food in manner prescribed by employer.

87. Help arrange space and furnishings for special parties.

VIII. Care for infants and young children.

88. Feed infant.

89. Supervise infant's sleep.

90. Bathe and dress infant.

91. Communicate and play with infant to stimulate growth and development.

92. Identify factors influencing child's development.

93. Make special precautions for infant's safety.

94. Identify needs of children at various developmental stages.

95. Discriminate between acceptable and unacceptable behavior patterns.

96. Use appropriate techniques to help children learn acceptable behavior.

97. Help children develop good food habits and table manners.

98. Supervise activities which are appropriate for the age and developmental level of the child.

99. Identify and report signs of illness, disease, and discomfort in child, and care for sick child.

100. Maintain discipline to help ensure safety of child.

IX. Provide personal services for handicapped and elderly persons.

101. Help a person maintain dignity, sense of worth, interest in life, and accept physical limitations and stage in the life cycle.

102. Be understanding and consistent in working with the handicapped and elderly.

103. Assist a person with bathing, grooming, and dressing.

104. Perform daily clothing care tasks.

105. Take preventive health measures, and observe and report signs of illness or discomfort in handicapped or elderly person.

106. Follow prescribed health related instructions and keep appropriate records.

107. Facilitate an individual's mobility consistent with physical ability.

108. Care for health aids.

109. Help a handicapped person communicate.

110. Assist or provide special care for a blind, visually handicapped, or mentally ill person.

111. Establish rapport, and encourage a person to participate in individual and group activities.

112. Select and read suitable materials to a handicapped or elderly person.

113. Select and play appropriate games with a handicapped or elderly person.

114. Plan programs and activities of interest to handicapped or elderly persons.

115. Shop, run errands for, and accompany a handicapped or elderly person in public places on personal business.

116. Keep accurate records of money handled and incidental purchases made for a handicapped or elderly person.

117. Accompany a handicapped or elderly person to church, to social gatherings, or to visit friends.

118. Assist a handicapped or elderly person with correspondence, telephone calls, and entertaining family or friends.

119. Pay bills, and keep records of income and expenses for a handicapped or elderly person.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION PRODUCTION, MANAGEMENT, AND SERVICES

ESSENTIAL ELEMENTS

The Production, Management, and Services course of study through the CVAE method of instruction shall include the following essential elements:

Essential Elements Common to All Vocational Education Courses as found on page 10.

Essential Elements Common to All Occupational Home Economics Education Courses as found on page 11.

Essential Elements Common to All Coordinated Vocational-Academic Education Courses as found on page 12.

Essential elements identified for CVAE Production, Management, and Services as follows:

Concepts and skills related to clothing, apparel, and textiles management, production and services. The student shall be provided opportunities to:

1. Achieve quality in simple construction when using domestic and industrial sewing machines.
2. Attain quality in hand sewing through use of appropriate stitches and equipment.
3. Achieve quality in sewing with correct pressing procedure.
4. Achieve quality in sewing through use of appropriate, efficient construction techniques.
5. Exhibit refined work habits when sewing and pressing clothing items.
6. Attain quality in construction by cutting and marking accurately and appropriately.
7. Extend life of garments through simple repairs.
8. Emphasize safety practices in all aspects of clothing and textiles.
9. Achieve product quality through safe, efficient, and controlled industrial sewing methods.
10. Function effectively and efficiently in routine business operations.

Concepts and skills related to food production, management, and services. The student shall be provided opportunities to:

11. Utilize commercial food service equipment correctly and safely.
12. Utilize sanitation standards in personal grooming and hygiene.

13. Use standards of sanitation in all phases of food handling.

14. Demonstrate high safety standards in performance of preparation, service, and cleanup tasks in food service establishments.

15. Assist with receiving, storing, and issuing of foods and supplies.

16. Assist with various phases of meal planning, preparation, and service to ensure customer satisfaction.

17. Achieve quality standards when preparing various appetizers and garnishes and in garnishing foods for service.

18. Attain quality standards in preparing various nonalcolic beverages.

19. Prepare simple types of hot and cold sandwiches for commercial food service, achieving quality products.

20. Attain quality standards and variety in preparing simple fruit and vegetable dishes for meal service.

21. Produce simple salads and salad dressings.

22. Achieve quality standards in preparing simple types of soups, sauces, and gravies.

23. Prepare simple cereals and macaroni products for commercial food service, adhering to quality standards.

24. Attain quality standards in preparation of eggs and simple egg dishes.

25. Attain quality products when preparing cheeses and simple cheese products.

26. Achieve quality standards in preparing simple types of meats, seafoods, and poultry.

27. Attain quality standards in preparation of simple quick breads.

28. Attain quality standards in preparing simple types of fruit desserts and fried desserts.

29. Achieve quality standards in preparing simple types of desserts.

30. Produce simple cakes, cookies, and pastries.

31. Demonstrate skills in performance of simple business transactions.

32. Demonstrate skills in performance of simple catering tasks.

Concepts and skills related to institutional and home management and supporting services
The student shall be provided opportunities to:

33. Identify and demonstrate how to use safety precautions in handling equipment and supplies.

34. Describe the procedure for entering and leaving guest rooms in a hotel or motel.

35. Follow instructions from employer or supervisor concerning methods and sequences to be used when performing simple cleaning tasks.

36. Follow sanitary procedures in performing simple cleaning tasks.

37. Plan for efficient performance of all simple tasks necessary to put rooms in good order.

38. Explain necessity for sanitation and disinfection in hospital cleaning tasks.

39. Describe procedures for cleaning occupied rooms and unoccupied rooms.

40. Describe procedure for entering and leaving the private home.

41. Identify differences in floors.

42. Describe the appropriate method for cleaning each type of floor.

43. Utilize proper supplies and methods for shampooing carpets.

44. Plan work so that cleaning tasks are performed on a regular basis.

45. Point out times when general cleaning tasks need to be performed.

46. Use sanitary procedures for laundering machine-washable and hand-washable articles.

47. Analyze functions and appropriate uses for laundry supplies.

48. Describe procedures and precautions for operating simple laundry equipment.

49. Apply principles of work simplifications to ironing and pressing.

50. Demonstrate procedures for folding, storing, and handling linens and clothing.

51. Explain the necessity of following linen room procedures.

52. Select and use appropriate tools and supplies for simple repairs and maintenance tasks.

53. Use appropriate techniques for simple repair and maintenance tasks.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION
PRODUCTION, MANAGEMENT, AND SERVICES

COMPETENCIES AND SUB-COMPETENCIES

I. Carry out responsibilities related to home and community services occupations.

1. Identify competencies needed to be an effective employee in home and community services occupations.

2. Describe qualities which lead to job success in home and community services.

3. Follow rules, policies, and procedures of organization or business.

II. Receive, store, requisition, issue, use, and care for cleaning equipment and supplies.

4. Store equipment and supplies.

5. Requisition equipment and supplies.

6. **Select, follow directions, use, and care for cleaning equipment and supplies. (33)**

7. Organize equipment and supplies to save time and energy.

8. Stock supply cart or carrier with cleaning supplies.

9. Utilize proper body mechanics to save time and energy in cleaning tasks.

III. Perform necessary tasks to put rooms and building areas in good order.

10. **Follow recommended procedures for entering and leaving guest rooms, handling pass key, occupancy report, and preliminary check of room condition. (34)**

11. **Plan sequences of cleaning tasks. (35, 37)**

12. **Clean rooms and building areas as directed. (36, 37)**

13. **Follow recommended procedures for entering and leaving a private home. (40)**

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 173-175. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

14. Keep private home clean and in reasonable order.

15. **Clean and sanitize occupied or unoccupied hospital room, discharge room, or isolation unit. (38, 39)**

IV. Perform specific cleaning tasks.

16. **Collect, empty, and clean ashtrays, glasses, pitchers, ice buckets, trash and garbage containers. (44)**

17. **Sweep, mop, vacuum, wax, buff, or apply finish to floors. (41, 42, 44)**

18. **Shampoo carpet. (43, 45)**

19. **Remove soiled bed linens, and deposit in designated place. (44)**

20. Make beds quickly and efficiently.

21. Clean beds and assist in turning mattresses as directed.

22. **Dust, wax, polish, clean, vacuum or shampoo furniture. (44)**

23. **Clean and wash glass, porcelain surfaces and windows. (45)**

24. **Clean light fixtures and remove and replace light bulbs when necessary. (45)**

25. **Clean walls, ceilings, woodwork, and chalkboards. (45)**

26. Polish wooden surfaces.

27. Clean window treatments.

28. **Remove soiled bath linens, and put in designated place. (44)**

29. **Clean and sanitize bathrooms, restrooms, and shower rooms. (36, 44)**

V. Care for linens and/or clothing.

30. Obtain clothing care services as needed.

31. Receive and mark laundry or dry cleaning in a commercial establishment.

32. **Sort laundry or dry cleaning, pre-spot, and determine appropriate procedures for each item. (46)**

33. **Use laundry or dry cleaning equipment and supplies safely and correctly. (47, 48)**

34. Launder or dry clean using commercial equipment.

35. Use proper finishing procedures.

36. **Process all "check-out" and "in order" room communications between housekeeping and the front desk. (51)**

37. **Inspect, then report "in order" rooms to appropriate management personnel. (51)**

38. **Check all "do not disturb" rooms after checkout time by phone, and report all "no answers" to appropriate management personnel immediately. (51)**

39. **Process all lost and found items according to policy. (51)**

40. Inspect finished laundry or dry cleaning.

41. Measure, resize, mark, and fold clothing.

42. **Iron, press, fold, store, and distribute clean linens and clothes. (49, 50)**

43. Assemble garments by ticket number or other identification.

44. Identify customer's garments according to ticket number, and bag garments.

45. Pack and store garments.

VI. Assume general maintenance and repair responsibilities.

46. **Remove stains from various surfaces and materials. (52, 53)**

47. **Repair textile products, furniture, and window treatments. (52, 53)**

48. **Do minor nonelectrical maintenance and repairs. (52, 53)**

49. **Inspect, clean, lubricate, and adjust heating and cooling equipment on a regular schedule. (52, 53)**

50. **Take appropriate measures to prevent and control pests. (52, 53)**

51. **Apply extermination material as directed. (52, 53)**

52. **Care for grounds around building as required. (52, 53)**

53. **Clean outside areas, such as walkways, patios, driveways, porches, and parking lots. (52, 53)**

54. Inspect and maintain playground equipment and fences.

55. **Display flag using correct procedures. (52, 53)**

VII. Maintain appropriate standards of sanitation in a food service facility.

56. **Maintain acceptable standards in personal grooming and hygiene. (12)**

57. Perform sanitation duties according to the cleaning schedule provided.

58. **Use sanitary food handling, preparation, and storage techniques. (13)**

59. Report signs of pests in food service establishment.

60. Use sanitary procedures when washing, sanitizing, and drying pots, pans, and other utensils by hand.

61. Use sanitary procedures when washing glassware, tableware, and flatware in the dishwashing machine.

62. Inspect, sort, and store clean glassware, tableware, flatware, and utensils.

63. **Maintain high safety standards in food preservation, service, and cleanup tasks. (14)**

VIII. Select, use, and care for food service equipment.

64. **Identify, select, and use large and small food service equipment. (11)**

65. Clean, maintain, and store food service equipment and tools.

66. Report equipment needing repairs to supervisor.

IX. Receive, store and issue food and supplies.

67. **Prepare for storage, store, issue, and rotate food and supplies. (15)**

68. Maintain storage facilities at optimum conditions for food preservation.

X. Use appropriate food production techniques.

69. Read and follow recipe instructions.

70. Use food preparation and service terms correctly.

71. Identify a variety of foods: their types, forms, and properties.

72. Set up and maintain individual work area utilizing time-and energy-saving techniques.

73. Requisition food and supplies.

74. Assemble and prepare ingredients (or suitable substitutes) and equipment. (16)

75. Measure and weigh foods according to specifications in standard recipes.

76. Use a variety of cooking techniques. (16)

77. Utilize convenience foods in food preparation.

78. Use correct time and temperatures for food preparation.

79. Identify, use, and store spices, herbs, and extracts properly.

80. Prepare non-alcoholic beverages. (18)

81. Prepare appetizers and garnishes. (17)

82. Prepare hot and cold sandwiches. (19)

83. Prepare salads and salad dressings. (21)

84. Prepare fruits and vegetables. (20)

85. Prepare soups, sauces, and gravies. (22)

86. Prepare cereal and pasta products. (23)

87. Prepare eggs and egg dishes. (24)

88. Prepare cheese and cheese dishes. (25)

89. Prepare meats, seafoods, and poultry. (26)

90. Prepare puddings, custards, souffles, gelatin desserts, and frozen desserts.

91. Prepare fruit desserts and fried desserts. (28)

92. **Prepare quick breads, yeast breads, cookies, cakes, pies, pastries, and meringues. (27, 29, 30)**
93. Prepare and use icings, frostings, and fillings.
94. **Plate and garnish foods attractively. (16)**
95. **Prepare artistic food displays for serving lines, buffets, soup and salad bars. (16)**
96. Observe, test, and evaluate quality of foods being prepared using sanitary procedures.
97. Portion foods accurately.
98. Hold or store prepared foods until needed.
99. **Follow work schedule so foods are ready at serving time. (16)**
100. Coordiante and assemble food orders.
101. Utilize appropriate procedures for serving food.
102. Perform opening, closing, and sidework duties.
103. Welcome guests and oversee customer comfort.
104. Present menus, answer questions, encourage purchase of additional menu items, and take food orders following prescribed methods.
105. Relay orders to kitchen or serving counter.
106. Pick up orders in kitchen, and verify by scanning filled plates and trays.
107. Package take-out orders and serve take-out customers.
108. **Serve food and beverages in prescribed manner. (16)**
109. Provide course accompaniments and serve foods as directed according to type of service.
110. Check guests' or patients' needs and supply needed items.
111. **Handle and report complaints as directed. (16)**
112. Clear items from tables, and remove.
113. Carry loaded trays between kitchen and serving areas.
114. Sort, count, and store utensils.

115. **Itemize and total price of order, present check to customer, and accept payment or refer customer to cashier. (31)**

116. **Pack and transport food, beverages, and equipment. (32)**

117. **Maintain quality of transported food. (32)**

XI. Select, store, use and care for sewing tools and equipment.

118. **Identify, safely use, care for, and store small sewing and pressing tools and equipment. (8)**

119. **Select and purchase sewing supplies, notions, sewing and pressing equipment. (10)**

120. **Evaluate signs of quality in apparel and accessories. (1)**

121. **Thread, adjust, safely operate, and maintain a domestic sewing machine. (1)**

122. **Thread, adjust, safely operate, and maintain industrial sewing machines. (1, 8, 9)**

123. Adjust machine chair and kneelift to fit operator.

XII. Use basic sewing and pressing skills.

124. Consider textile characteristics in garment construction, alteration, repair, and care.

125. **Operate sewing machine with speed and efficiency. (1, 9)**

126. **Select and use appropriate machine stitching techniques. (1, 5)**

127. **Rip stitching without damaging fabric. (5)**

128. **Use hand sewing techniques and equipment correctly. (2, 5)**

129. **Use techniques suitable for fabric when pressing, shaping, or molding construction details, and in final pressing. (3, 5)**

130. Construct cutting markers for commercial production.

131. Prepare or interpret cutting or spread tickets in commercial production.

132. Prepare fabric and cut by hand or machine.

133. Mark and shade cut garment pieces.

134. Sort and bundle garment parts for delivery to assembly area.

135. Use industrial sewing terminology correctly.

136. Follow standardized methods for operations in an industrial sewing room. (9, 10)

137. Figure earnings of sewing machine operator. (10)

138. Distribute and collect bundles of garment parts and supplies.

139. Assemble bundles or subassemblies for efficient work flow.

140. Perform assigned sewing operation(s) on standard or special sewing machine(s).

141. Notify sewing machine repairperson of machine problems.

142. Inspect garments, locate defects, and mark garments using standard defect symbols. (9)

143. Repair defective garments. (9)

144. Sort and pack finished garments.

XIII. Construct custom-made garments.

145. Arrive at work/price agreement with customer.

146. Measure customer for size, and record measurements and body irregularities.

147. Schedule appointments for conferences and fittings.

148. Check customer's measurements with those of pattern, and note variations.

149. Design or alter pattern to ensure custom fit of garment.

150. Prepare fabric for cutting, observe suggested pattern layout, make adaptations, and lay out pattern pieces. (4)

151. Position and pin pattern sections on fabric, or outline pattern parts on fabric.

152. **Cut fabric by pattern edge or outline. (6)**

153. **Mark fabric using appropriate techniques. (6)**

154. Assemble cut pieces for construction.

155. **Preserve shape of garment by staystitching and directional stitching. (4)**

156. Pin or baste garment pieces together in units for fitting or stitching.

157. **Construct garment in unit sequence using appropriate stitches and techniques. (4)**

158. **Press construction details as each unit is completed. (4)**

159. **Fit garment to customer and make needed adjustments. (4)**

160. **Press finished garments. (4)**

161. Evaluate appearance of finished garments.

XIV. Fit, alter, and repair garments.

162. Fit garment on customer maintaining grain, and analyze fitting problems.

163. Identify and suggest alterations.

164. Mark or pin garment for alterations.

165. Estimate cost, set pickup date, and make a claim check for alterations or repairs.

166. Prepare a tag indicating alterations or repairs and giving instructions.

167. Interpret alteration markings, and make alterations on garments.

168. **Select and use appropriate techniques to make garment repairs.(7)**

XV. Construct and install window treatments.

169. Interpret and follow work orders for construction of draperies.

170. Figure the cutting lengths and widths of panels and lining for draperies.

171. Measure, cut, and mark fabrics for draperies and curtains.

172. Sort and bundle window treatment parts for delivery to assembly area.

173. Stitch drapery panel and lining lengths, matching pattern repeats where needed.

174. Measure, fold, and crease hems in draperies, placing weights as needed.

175. Hand stitch or blindstitch drapery hems.

176. Construct drapery heading.

177. Attach lining by hand or machine.

178. Plan drapery pleats and spaces.

179. Break and tack pleats.

180. Insert curtain and drapery hooks.

181. Construct cafe and shirred curtains.

182. Construct Austrian, Roman, and laminated shades and shutter fabric fills.

183. Construct cornices, valances, lambrequins, swags, and cascades.

184. Prepare and pack completed draperies for mailing, shipping, or delivery.

185. Install window treatment hardware.

XVI. Construct a variety of decorative accessories for the home.

186. Estimate fabric needed for constructing pillows, cushions, and bolsters.

187. Construct pillows, cushions, and bolsters as specified on work order.

188. Estimate fabric needed for bedspread, coverlet, or pillow sham.

189. Construct various types of bedspreads, coverlets, and pillow shams.

190. Measure upholstered furniture.

191. Estimate amount of fabric and other materials needed for slipcovers.

192. Pin-fit a muslin or paper pattern or the slipcover fabric to upholstered piece.

193. Construct slipcovers.

194. Recover a chair seat using basic upholstery techniques.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION
CLOTHING, APPAREL, AND TEXTILES MANAGEMENT, PRODUCTION, AND SERVICES

ESSENTIAL ELEMENTS

The Clothing, Apparel, and Textiles Management, Production, and Services course of study through the CVAE method of instruction shall include the following essential elements:

Essential Elements Common to All Vocational Education Courses as found on page 10.

Essential Elements Common to All Occupational Home Economics Education Courses as found on page 11.

Essential Elements Common to All Coordinated Vocational-Academic Education Courses as found on page 12.

Essential elements identified for CVAE Clothing, Apparel, and Textiles Management, Production, and Services as follows:

Concepts and skills related to clothing, apparel, and textiles management. production, and services. The student shall be provided opportunities to:

1. Achieve quality in construction when using domestic and industrial sewing machines.
2. Attain quality in hand sewing through use of appropriate stitches and equipment.
3. Achieve quality in sewing with correct pressing procedure.
4. Achieve quality in custom sewing through use of appropriate, efficient construction techniques.
5. Exhibit refined work habits when sewing and pressing clothing items.
6. Attain quality in construction by cutting and marking accurately and appropriately.
7. Extend life of garments through effective repairs.
8. Consider textile characteristics in garment design, construction, alteration, repair, and care.
9. Emphasize safety practices in all aspects of clothing and textiles.
10. Achieve product quality through safe, efficient, and controlled industrial sewing methods.
11. Function effectively and efficiently in routine business operations.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION
CLOTHING, APPAREL, AND TEXTILES MANAGEMENT, PRODUCTION, AND SERVICES

COMPETENCIES AND SUB-COMPETENCIES

I. Manage business responsibilities related to fabric and ready-to-wear departments and stores.

1. **Receive, stock, and inventory merchandise. (11)**
2. Assist in the care and maintenance of the store and stockroom.
3. Approach, greet, and assist customers with selections, trying on garments, and reaching buying decisions.
4. Answer customers' questions about merchandise, quality features, trends, sizes, locations, directions, and guarantees.
5. Handle customer complaints.
6. Perform routine clerical duties.
7. Prepare sales slips, computing sales ticket totals, discounts, and added charges.
8. Use cash register in receipt of payments for cash and charge sales.
9. Handle coupons, rain checks, gift certificates, layaways, merchandise returns, and refunds.
10. Interpret credit card application procedures and credit and billing procedures for customers.
11. Record and report daily sales, and close out department at end of selling day.
12. **Develop, evaluate, implement, and follow organizational goals, policies, and procedures. (11)**
13. Supervise equipment selection, purchase, use, and care.
14. **Maintain safe working conditions. (9)**

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on page 189. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

15. Identify procedures used to plan, interview, hire, evaluate, and discharge staff.

16. Train, supervise, and motivate employees.

17. Prepare work schedules and job assignments.

18. Relieve or assist other employees during emergencies or rush periods.

19. Plan, purchase, route and price apparel and accessories.

20. Complete shipping, receiving, and purchase reports.

21. File claims for merchandise damages, shortages, overcharges, and substitutes.

22. **Handle complaints and human relations problems. (11)**

23. Formulate merchandising policies, coordinate merchandising activities, and apply merchandising techniques for profit.

24. **Prepare and maintain records, correspondence, and forms. (11)**

25. Plan finances, and analyze costs and sales.

26. **Identify and observe applicable government regulations. (11)**

27. Demonstrate competencies needed to function effectively as a clothing, apparel, and textiles management, production, and services employee.

28. Demonstrate personal qualities which lead to job success in clothing, apparel, and textiles management, production, and services.

II. Identify describe, and utilize various fashion components.

29. **Use correct textile terminology. (8)**

30. Point out textile characteristics and care requirements of various fabrics.

31. **Relate textile characteristics to garment design, construction, alteration, repair, and care. (8)**

32. Explain textile legislation, standards, and labeling.

33. Utilize the elements and principles of design in designing, constructing, or altering garments.

34. Trace fashion cycles, differentiating among fads, fashions, and styles, and identifying recurrent style details.

35. Provide information about current fashions, trends, and colors.

III. Coordinate apparel and accessories.

36. **Identify signs of quality in apparel and accessories. (1, 2, 3)**

37. Coordinate women's wear, men's wear, infants' and children's wear, shoes, and accessories.

38. Show customers fashionable ways to wear accessories.

39. Assist in making arrangements for weddings, wedding receptions, showers, and teas and in advising brides on wedding etiquette.

40. Assist bride in selecting wedding apparel and trousseau.

IV. Assist home sewers with selections and problems.

41. Organize, locate, record, and reorder patterns.

42. Assist home sewers in selecting fabrics, patterns, threads, trimmings, and other notions.

43. Select fabric, amount of fabric, interfacing, lining, underlining, and interlining appropriate for pattern and construction methods.

44. Estimate the amount of fabric required for various sewing projects.

45. Measure, cut fabrics or trim, and prepare remnants for sale.

46. Answer customers' questions about fabrics, patterns, notions, sewing supplies, equipment, and construction techniques.

47. Demonstrate to customers small sewing equipment and various construction techniques.

48. Construct garments for display in the fabric department or store.

V. Help plan, carry out, and evaluate a fashion promotion program.

49. Help plan the store's sales promotions and special sales events.

50. Help select merchandise, and plan and prepare advertisements.

51. Keep records on the sales of advertised merchandise.

52. Point out features of advertised merchandise to customers.

53. Plan and schedule fashion displays.

54. Select and construct decorative props and merchandise signs for use in displays.

55. Set up, light, maintain, and evaluate store and window displays.

56. Help plan, organize, and carry out publicity for a fashion show.

57. Plan and/or present the commentary for a fashion show.

58. Prepare the dressing room for models.

59. Model apparel and accessories.

VI. Select, store, use, and care for sewing tools and equipment.

60. **Identify, safely use, care for, and store small sewing tools and sewing and pressing equipment. (5)**

61. Select and purchase sewing supplies, notions, and sewing and pressing equipment.

62. **Thread, adjust, operate, and maintain a domestic sewing machine. (1)**

63. **Thread, adjust, safely operate, and maintain industrial sewing machines. (1)**

64. Adjust machine chair and kneelift to fit operator.

VII. Use basic sewing and pressing skills.

65. Operate sewing machine with speed and efficiency.

66. **Select and use appropriate machine stitching techniques. (1)**

67. Rip stitching without damaging fabric.

68. **Select and make appropriate hand stitches. (2)**

69. **Use techniques suitable for fabric when pressing, shaping, or molding construction details, and in final pressing. (3)**

VIII. Participate in the design and production of apparel and accessories.

70. Select fabrics and trims suitable for the garment design.

71. **Utilize appropriate sewing techniques in garment construction. (4)**

72. Develop and evaluate fashion design for production.

73. Make master pattern and test for accuracy.

74. Grade patterns in a range of sizes by hand or machine.

75. Sew duplicates of first sample garment in each size.

76. Write instructions for pattern layout and assembly of garment pieces.

77. Construct cutting markers for commercial production.

78. Compute fabric yardage requirements per cutting marker in commercial production.

79. Prepare or interpret cutting or spread tickets in commercial production.

80. Prepare fabric and cut by hand or machine.

81. Mark and shade cut garment pieces.

82. Sort and bundle garment parts for delivery to assembly area.

83. Use industrial sewing terminology correctly.

84. **Observe safety regulations and follow standarized methods for operations in an industrial sewing room. (9, 10)**

85. Figure earnings of sewing machine operator.

86. Distribute and collect bundles of garment parts and supplies.

87. Assemble bundles or subassemblies for efficient work flow during each phase of production.

88. **Perform assigned sewing operation(s) on standard or special sewing machine(s). (1)**

89. Notify sewing machine repairperson of machine problems.

90. Inspect garments, locate defects, and mark garments using standard defect symbols.

91. Repair defective garments.

92. Sort and pack finished garments.

IX. Construct custom-made garments.

93. Arrive at work/price agreement with customer.

94. Measure customer for size, and record measurements and body irregularities.

95. Schedule appointments for conferences and fittings.

96. Check customer's measurements with those of pattern, and note variations.

97. Design or alter pattern to ensure custom fit of garment.

98. Prepare fabric for cutting.

99. Observe suggested pattern layout, make adaptations where appropriate, and lay out pattern pieces according to grain specifications.

100. Position and pin pattern sections on fabric, or outline pattern parts on fabric.

101. Cut fabric following pattern edge or outline. (6)

102. Mark fabric using appropriate techniques for the fabric. (6)

103. Preserve shape of garment by staystitching and directional stitching. (4)

104. Pin or baste garment pieces together in units in preparation for fitting or stitching. (4)

105. Construct garment in unit sequence using appropriate stitches and techniques. (4)

106. Press construction details as each unit is completed. (4)

107. Fit garment to customer and make needed adjustments. (4)

108. Press finished garments. (4, 5)

109. Evaluate apperance of finished garments.

X. Fit, alter, and repair garments.

110. Fit garment on customer while maintaining grain, and analyze fitting problems.

111. Identify alterations that can or cannot be performed.

112. Offer suggestions for desirable alterations and mark or pin garment accordingly.

113. Estimate cost, determine pickup date, and make a claim check for alterations or repairs.

114. Prepare a tag indicating alterations or repairs and giving instructions.

115. Interpret alteration markings, and make alterations on garments.

116. Select and use appropriate techniques to make garment repairs. (7)

XI. Care for clothing.

117. Receive and mark laundry or dry cleaning in a commercial establishment.

118. Sort laundry or dry cleaning, pre-spot garments, and determine appropriate laundry and dry cleaning procedures for each garment.

119. Launder for dry clean using commercial equipment.

120. Use proper finishing procedures.

121. Inspect finished laundry or dry cleaning.

122. Measure, resize, mark, and fold clothing.

123. Press garments correctly.

124. Assemble garments according to ticket number.

125. Identify customer's garments according to ticket number, and bag garments.

126. Pack and store garments.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION
FOOD PRODUCTION, MANAGEMENT, AND SERVICES

ESSENTIAL ELEMENTS

The Food Production, Management, and Services course of study through the CVAE method of instruction shall include the following essential elements:

Essential Elements Common to All Vocational Education Courses as found on page 10.

Essential Elements Common to All Occupational Home Economics Education Courses as found on page 11.

Essential Elements Common to All Coordinated Vocational-Academic Education Courses as found on page 12.

Essential elements identified for CVAE Food Production, Management, and Supporting Services as follows:

Concepts and skills related to food production, management, and services. The student shall be provided opportunities to:

1. Utilize commercial food service equipment correctly and safely.
2. Utilize sanitation standards in personal grooming and hygiene.
3. Use standards of sanitation in all phases of food handling.
4. Demonstrate safety standards in performance of preparation, service, and clean-up tasks in food service establishments.
5. Manage the receiving, storing, and issuing of foods and supplies.
6. Coordinate various phases of meal planning, preparation, and service to ensure customer satisfaction.
7. Achieve quality standards when preparing various dishes and products for food service using spices, herbs, and flavorings.
8. Achieve quality standards in preparing various nonalcoholic beverages.
9. Prepare various types of hot and cold sandwiches for commercial food service, achieving quality products.
10. Attain quality standards and variety in preparing fruits and vegetables for meal service.
11. Produce quality salads and salad dressings.
12. Achieve quality standards in preparing various types of soups, sauces, and gravies.

13. Prepare various cereals and macaroni products for commercial food service, adhering to quality standards.

14. Achieve quality standards in preparation of eggs and various egg dishes.

15. Attain quality products when preparing cheese and various cheese products.

16. Achieve quality standards in preparing various types of meats, seafoods, and poultry.

17. Attain quality standards in preparation of various breads.

18. Achieve quality standards in preparing various types of fruit desserts and fried desserts.

19. Achieve quality standards in preparing various types of desserts.

20. Produce quality cakes and cookies.

21. Achieve quality standards in preparing various types of pies, pastries, and meringues.

22. Display skills in performance of opening and closing duties.

23. Display skills in performance of bussing duties.

24. Assume responsibilities related to performance of food service tasks in various types of food service.

25. Demonstrate skills in performance of related business transactions.

26. Demonstrate skills in performance of various catering tasks.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION
FOOD PRODUCTION, MANAGEMENT, AND SERVICES

COMPETENCIES AND SUB-COMPETENCIES

I. Manage business responsibilities related to food production and service.

1. Identify competencies needed to be an effective food service employee.
2. Describe personal qualities which lead to job success in food management, production, and services.
3. Develop, evaluate, and implement organizational goals, policies, and procedures in the operation of food service.
4. Select and evaluate location, layout of facilities, and decor.
5. Supervise equipment selection, purchase, use, and care.
6. Maintain safe working conditions.
7. Identify procedures used to plan, interview, hire, evaluate, and discharge staff.
8. Train personnel, and enforce policies of personal hygiene, sanitation, and safety.
9. Prepare work schedules and job assignments.
10. **Relieve or assist other employees during emergencies or rush periods. (25)**
11. **Plan menus appropriate for type of food service. (6)**
12. Select, develop, and standardize recipes.
13. Cost menu items, set menu prices of foods, and make changes in menu when needed.
14. Arrange, design, and interpret menu sheets or folders.
15. Contact purveyors, and compare food prices.

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 199 and 200. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

16. Prepare market orders, and purchase food and consumable supplies.

17. Evaluate use, cost, ease of preparation, and aesthetic qualities of foods.

18. Direct stockroom activities.

19. **Take inventories of food, utensils, and equipment. (25)**

20. Plan, coordinate, and supervise production.

21. Set production standards.

22. Control and improve sequence of operations.

23. Schedule food preparation tasks.

24. Utilize food, labor, and equipment cost-control procedures.

25. Handle complaints and human relations problems.

26. Apply merchandising techniques to ensure profit.

27. Plan and conduct advertising and promotional programs.

28. Prepare and maintain records, correspondence, and forms

29. Plan and analyze finances, costs, and sales.

30. Interpret and comply with laws and statutes pertaining to food service establishments.

II. Utilize appropriate safety practices and emergency procedures.

31. **Keep food service facility free of hazardous conditions and unsafe equipment and materials. (4)**

32. **Maintain high safety standards in food preparation, service, and cleanup tasks. (4)**

33. Follow appropriate procedures in emergency situations.

34. Complete accident reports and records.

III. Maintain appropriate standards of sanitation.

35. **Follow federal, state, and local sanitation codes for food service establishments. (3)**

36. **Maintain acceptable standards in personal grooming and hygiene. (2)**

37. Perform sanitation duties according to the cleaning schedule provided.

38. **Use sanitary food handling, preparation, and storage techniques. (3)**

39. Report signs of pests in the food service establishment.

40. Use sanitary procedures when washing, sanitizing, and drying pots, pans, and other utensils by hand.

41. Use sanitary procedures when washing glassware, tableware, and flatware in the dishwashing machine.

42. Inspect, sort, and store clean glassware, tableware, flatware, and utensils.

IV. Use nutritional information in planning, preparing, and serving food.

43. Display awareness of various factors which affect eating habits.

44. Use nutritional information in meeting dietary needs of persons of various ages.

45. Use food preparation techniques which conserve nutrients.

46. Define and use correct diet terminology.

47. Identify menus for general and modified diets.

48. Adapt menus for modified diets.

49. Follow diet instructions in preparing general and modified diets and diet supplements, and in assembling trays.

50. Report patient food response to supervisor.

V. Select, use, and care for food service equipment.

51. **Identify, select, and use large and small food service equipment. (1)**

52. **Clean, maintain, and store food service equipment and tools. (24)**

53. Report equipment needing repairs to supervisor.

VI. Receive, store, and issue food and supplies.

54. **Receive and inspect food and supplies. (5)**

55. Complete receiving records.

56. **Prepare food and supplies for storage, and then store. (5, 24)**

57. Maintain storage facilities at optimum conditions for food preservation.

58. Issue and rotate food and supplies.

VII. Use appropriate food production techniques.

59. Adjust standard recipes to serve more or fewer persons than specified.

60. **Read and follow recipe instructions. (24)**

61. **Use food preparation and service terms correctly. (24)**

62. **Identify a variety of foods: their types, forms, and properties. (24)**

63. Set up and maintain an individual work area utilizing time- and energy-saving techniques.

64. Requisition food and supplies.

65. **Assemble and prepare ingredients (or suitable substitutes) and equipment. (24)**

66. **Measure and weigh foods according to specifications in standard recipes. (24)**

67. **Use a variety of cooking techniques. (24)**

68. **Utilize convenience foods in food preparation. (24)**

69. **Use correct time and temperatures for energy-efficient food preparation. (24)**

70. **Identify, use, and store spices, herbs, and extracts properly. (7)**

71. **Prepare a variety of non-alcoholic beverages. (8)**

72. Prepare appetizers and garnishes.

73. **Prepare hot and cold sandwiches. (9)**

74. **Prepare salads and salad dressings. (11)**

75. **Prepare fruits and vegetables. (10)**

76. **Prepare soups, sauces, and gravies. (12)**

77. **Prepare cereal and pasta products. (13)**

78. **Prepare eggs and egg dishes. (14)**

79. **Prepare cheeses and cheese dishes. (15)**

80. **Prepare meats, seafoods, and poultry. (16)**

81. **Prepare puddings, custards, souffles, gelatin desserts, and frozen desserts. (19)**

82. **Prepare fruit desserts and fried desserts. (18)**

83. **Prepare breads. (17)**

84. **Make cookies, cakes, pies, pastries, and meringues. (20, 21)**

85. **Prepare and use icings, frostings, and fillings. (20)**

86. Prepare specialty foods (international cuisine, ethnic cuisine, gourmet foods).

87. Exercise showmanship in specialized food preparation in dining area or at customer's table.

88. Plate and garnish foods attractively.

89. Prepare artistic food displays for serving lines, buffets, soup and salad bars, or special events.

90. **Observe, test, and evaluate quality of foods being prepared using sanitary procedures. (3)**

91. **Portion foods accurately during food preparation and service using specified portioning tools. (24)**

92. **Hold or store prepared foods until needed. (24)**

93. **Plan work schedule so foods are ready at serving time. (6, 24)**

94. Coordinate and assemble food orders.

VIII. Utilize appropriate customer service procedures.

95. **Perform opening, closing, and sidework duties. (22)**

96. Set up a banquet or meeting room according to written orders.

97. Take dining reservations and determine seating needs, using space and personnel effectively.

98. Welcome guests and oversee customer comfort. (24)

99. Present menus, answer questions, encourage purchase of additional menu items, and take food orders following prescribed methods. (6)

100. Relay orders to kitchen or serving counter.

101. Pick up orders in kitchen, and verify by scanning filled plates and trays.

102. Package take-out orders, and serve take-out customers.

103. Transfer food and dishes between floors of an establishment using a dumbwaiter.

104. Serve food and beverages in prescribed manner. (6)

105. Provide appropriate accompaniments with each course.

106. Serve foods at customer's table, a seated banquet, or special occasion.

107. Serve food and beverages to guests or patients in their rooms.

108. Check guests' or patients' needs and supply needed items.

109. Handle and report complaints as directed. (24)

110. Clear items from tables, and remove soiled items from tables and stations. (23)

111. Carry loaded trays between kitchen and serving areas.

112. Sort, count, and store utensils at designated places.

113. Itemize and total price of each order. (25)

114. Present check to customer, and accept payment or refer customer to cashier. (25)

115. Prepare cash drawers.

116. Handle payments (cash, checks, credit cards) , operating cash register, making change, and writing receipts. (25)

117. Display, sell, order, and restock counter items.

118. Prove cash, and prepare deposits.

119. Give tips to proper waiters/waitresses.

IX. Transport food, beverages, and equipment to and from serving location.

120. Pack and transport food, beverages, utensils, and equipment. (26)

121. Designate trays with name and room or order number for delivery to patients, guests, or customers.

122. Maintain quality of transported food. (26)

123. Set up rooms for catered parties.

124. Unload and deliver food and beverages.

125. Pick up food carts, and empty trays from patients, guests, or customers.

126. Pick up and return trays, dishes, utensils, and equipment to dishwashing area.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION
INSTITUTIONAL, HOME MANAGEMENT, AND SUPPORTING SERVICES

ESSENTIAL ELEMENTS

The Institutional, Home Management, and Supporting Services course of study through the CVAE method of instruction shall include the following essential elements:

Essential Elements Common to All Vocational Education Courses as found on page 10.

Essential Elements Common to All Occupational Home Economics Education Courses as foundon page 11.

Essential Elements Common to All Coordinated Vocational-Academic Education Courses as found on page 12.

Essential elements identified for CVAE Institutional, Home Management, and Supporting Services as follows:

Concepts and skills related to institutional and home management and supporting services. The student shall be provided opportunities to:

1. Identify and demonstrate how to use safety precautions in handling equipment and supplies.
2. Describe the procedure for entering and leaving guest rooms in a hotel or motel.
3. Follow instructions from employer or supervisor concerning methods and sequences to be used when performing cleaning tasks.
4. Follow sanitary procedures in performing all cleaning tasks.
5. Plan for efficient performance of all tasks necessary to put rooms in good order.
6. Explain the necessity for sanitation and disinfection in hospital cleaning tasks.
7. Describe procedures for cleaning occupied rooms, unoccupied rooms, discharge units, and isolation units.
8. Describe procedure for entering and leaving the private home.
9. Identify differences in floors.
10. Describe the appropriate method for cleaning each type of floor.
11. Utilize proper supplies and methods for shampooing carpets.
12. Plan work so that cleaning tasks are performed on a regular basis.
13. List times when general cleaning tasks need to be performed.

14. Use sanitary procedures for laundering machine-washable and hand-washable articles.

15. Analyze functions and appropriate uses for laundry supplies.

16. Describe procedures and precautions for operating laundry equipment.

17. Apply principles of work simplification to ironing and pressing.

18. Demonstrate procedures for folding, storing, and handling linens and clothing.

19. Explain the necessity of following linen room procedures.

20. Select and use appropriate tools and supplies for repairs and maintenance tasks.

21. Use appropriate techniques for repair and maintenance tasks.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION
INSTITUTIONAL, HOME MANAGEMENT, AND SUPPORTING SERVICES

COMPETENCIES AND SUB-COMPETENCIES

I. Carry out operations and management responsibilities related to institutional, home management, and supporting services.

  1. Identify competencies needed to be an effective institutional, home management, and supporting services employee.
  2. Describe qualities which lead to job success in institutional, home management, and supporting services.
  3. Develop, evaluate, and implement organizational goals, policies, and procedures.
  4. **Follow rules, policies, and procedures of organization or business. (3)**
  5. Supervise equipment selection, purchase, use, and care.
  6. Maintain safe working conditions.
  7. Identify procedures used to plan, interview, hire, evaluate, and discharge staff.
  8. Train, supervise, and motivate employees.
  9. Prepare work schedules and job assignments.
  10. Relieve or assist other employees during emergencies.
  11. Handle complaints and human relations problems.
  12. Prepare correspondence and forms necessary in business.
  13. Plan and analyze finances, costs, and sales.
  14. Identify and observe applicable government regulations.

II. Receive, store, requisition, issue, use, and care for cleaning equipment and supplies safely and efficiently.

  15. Receive and inspect supplies, and complete receiving records.

NOTE: The bold-faced print denotes that a sub-competency relates directly to one or more of the essential elements identified for this course and listed on pages 209 and 210. Refer to the essential elements designated by the numbers in parentheses following these sub-competencies for guidance in curriculum planning.

16. Store equipment and supplies.

17. Issue, requisition, or take inventories of equipment and supplies.

18. **Select, use, and care for cleaning equipment and supplies. (20)**

19. **Read and follow manufacturers' directions for use of cleaning equipment and supplies. (5)**

20. **Organize equipment and supplies to save time and energy. (5)**

21. **Stock supply cart or carrier with cleaning supplies. (5)**

22. **Utilize proper body mechanics to save time and energy in performing cleaning tasks. (5)**

23. **Remove or report hazardous conditions, unsafe equipment, and materials. (1)**

24. **Observe safety precautions when using and storing cleaning equipment and supplies. (1)**

25. Follow emergency procedures, and use first aid when necessary.

26. Report and record accidents.

III. Perform necessary tasks to put rooms and building areas in good order.

27. **Follow recommended procedures for entering and leaving guest rooms, handling pass key, and completing occupancy report. (2)**

28. Make a preliminary check of room condition when entering, and report damaged and found items.

29. **Plan sequences of cleaning tasks. (3, 5)**

30. **Clean guest room as directed. (7)**

31. **Use appropriate cleaning, sanitation, and disinfection techniques for an occupied hospital room, unoccupied hospital room, discharge unit, or isolation unit. (4, 6, 7)**

32. Clean public areas (entranceways, hallways, stairs, elevators, lounges, lobbies), offices, kitchen or dining areas.

33. Clean school or church (classrooms, laboratories, auditoriums, gymnasiums), business or factory.

34. **Follow recommended procedures for entering and leaving a private home. (8)**

35. Keep private home clean and in reasonable order.

IV. Perform specific cleaning tasks.

36. **Schedule and perform cleaning tasks to ensure maintenance of housekeeping standards. (12, 13)**

37. **Collect and empty trash and garbage containers. (12)**

38. **Collect, empty, and replace ashtrays, glasses, pitchers, and ice buckets. (12)**

39. Identify characteristics of various types of floors and floor coverings.

40. **Sweep, mop, vacuum, wax, buff, or apply floor finish according to type of floor. (9, 10, 12)**

41. **Shampoo carpet. (11, 13)**

42. **Remove soiled bed linens, and deposit in designated place. (12)**

43. **Make beds quickly and efficiently. (12)**

44. Clean beds, and assist in turning mattresses as directed.

45. **Dust, wax, polish, and clean furniture according to materials used in their construction. (12)**

46. **Vacuum or shampoo upholstered furniture. (13)**

47. **Clean and wash glass, porcelain surfaces, and windows with squeegee or spray cleaner. (13)**

48. **Clean light fixtures, and remove and replace light bulbs when necessary. (13)**

49. **Clean walls, ceilings, woodwork, and chalkboards. (13)**

50. **Polish wooden surfaces. (13)**

51. **Clean window treatments. (13)**

52. **Remove soiled bath linens, and put in designated place. (12)**

53. **Clean and sanitize bathrooms, restrooms, and shower rooms. (4, 13)**

V. Perform general maintenance and repairs.

54. **Remove stains from various surfaces and materials. (20, 21)**

55. **Repair textile products, furniture, and window treatments. (20, 21)**

56. **Do minor nonelectrical maintenance and repairs. (20, 21)**

57. Perform minor electrical appliance maintenance and repairs.

58. **Inspect, clean, lubricate, and adjust heating and cooling equipment on a regular schedule. (20, 21)**

59. **Take appropriate measures to prevent and control pests. (20, 21)**

60. **Apply extermination material as directed. (20, 21)**

61. Care for houseplants.

62. **Care for grounds around building as required. (20, 21)**

63. **Clean outside areas, such as walkways, patios, driveways, porches, and parking lots. (20, 21)**

64. Inspect and maintain playground equipment, fences, and swimming pool area.

65. **Display flag using correct procedures. (21)**

VI. Care for linens and/or clothing.

66. Obtain clothing care services as needed.

67. Sort and prespot laundry.

68. **Use laundry equipment and supplies safely and correctly (14, 15, 16)**

69. **Hand-launder clothing items when necessary. (14)**

70. **Iron, press, fold, store, and distribute clean linens and clothes. (17, 18)**

71. Repair garments, linens, curtains, and towels using a sewing machine.

72. **Follow appropriate linen room procedures. (19)**

73. Process all "check-out" and "in order" room communications between housekeeping and the front desk.

74. Check each housekeeping aide's cart to ensure that it is equipped and supplied.

75. Count supplies, linens, and uniforms in and out to determine that each worker has accounted for every item.

76. Inspect, then report "in order" rooms to appropriate management personnel.

77. Check all "do not disturb" rooms after check-out time by phone, and report all "no answers" to appropriate management personnel immediately.

78. Check all housekeeping aides' room slips before they go off shift, and reassign uncleaned rooms.

79. Handle telephone requests and complaints directed to housekeeping.

80. Process all lost and found items according to policy.

81. Mend linens and uniforms.

82. Order needed supplies, linens, and uniforms.

VII. Plan, prepare, and serve meals for individual, family, or guests.

83. Plan suitable meals for individual, family, or guests.

84. Shop for food and supplies, and keep records of items purchased.

85. Use safe and sanitary procedures in food handling, storage, and preparation.

86. Follow standard procedures, and use proper equipment to prepare a variety of foods and beverages.

87. Serve food in manner prescribed by employer.

88. Help arrange space and furnishings for special parties.

VIII. Care for infants and young children.

89. Feed infant.

90. Supervise infant's sleep.

91. Bathe and dress infant.

92. Communicate and play with infant to stimulate growth and development.

93. Analyze factors influencing child's development.

94. Make special precautions for infant's safety.

95. Identify needs of children at various developmental stages.

96. Discriminate between acceptable and unacceptable behavior patterns.

97. Use appropriate techniques to help children learn acceptable behavior.

98. Help children develop good food habits and table manners.

99. Supervise activities which are appropriate for the age and developmental level of the child.

100. Identify and report signs of illness, disease, and discomfort in child, and care for sick child.

101. Maintain discipline to help ensure safety of child.

IX. Provide personal services for handicapped and elderly persons.

102. Help a person maintain dignity, sense of worth, interest in life, and accept physical limitations and stage in the life cycle.

103. Be understanding and consistent in working with the handicapped and elderly.

104. Assist a person with bathing, grooming, and dressing.

105. Perform daily clothing care tasks.

106. Take preventive health measures, and observe and report signs of illness or discomfort in a handicapped or elderly person.

107. Follow prescribed health related instructions and keep appropriate records.

108. Facilitate an individual's mobility consistent with physical ability.

109. Care for health aids.

110. Help a handicapped person communicate.

111. Assist or provide special care for a blind, visually handicapped, or mentally ill person.

112. Establish rapport, and encourage a person to participate in individual and group activities.

113. Select and read suitable materials to a handicapped or elderly person.

114. Select and play appropriate games with a handicapped or elderly person.

115. Plan programs and activities of interest to handicapped or elderly persons.

116. Shop, run errands for, and accompany a handicapped or elderly person in public places on personal business.

117. Keep accurate records of money handled and incidental purchases made for a handicapped or elderly person.

118. Accompany a handicapped or elderly person to church, to social gatherings, or to visit friends.

119. Assist a handicapped or elderly person with correspondence, telephone calls, and entertaining family or friends.

120. Pay bills, and keep records of income and expenses for a handicapped or elderly person.